Members Present:
Ken Stevenson, Chair and EDLP Rep.
Kellah Edens, EDST Rep.
Mary Ann Byrnes, Asst. Dean and College of Arts & Sciences Rep.
Nate Carnes, ITE Rep.
Deborah Larkin, SC Dept. of Education Rep.
Irma Van Scoy, COE Associate Dean
Renee Connolly, COE Accreditation & Quality Assurance

Bruce Field, SUPCE Director

Members not present:
Michelle Taylor-Brown, Richland Two District Rep.
Eva Monsma, PE Rep.

I. PRELIMINARY DISCUSSION AMONG QCOM MEMBERS (10:00-10:30)

The committee reviewed the supporting documentation presented by the School-University Partnerships & Clinical Experiences (SUPCE) Office. Members entertained discussion and addressed questions and concerns regarding the upcoming review.

II. CALL MEETING TO ORDER

A. Approval of December 12, 2007 minutes for Office of Student Affairs

Dr. Stevenson called the formal portion of the meeting to order at 10:32 a.m. Dr. Carnes moved for approval of the December 12, 2007, minutes and Ms. Byrnes seconded the motion. Dr. Connolly agreed to have the minutes posted on the COE website.

B. Introductions

Dr. Stevenson provided an overview of the charge of QCom and explained the process and structure of the meeting.

III. COMMITTEE REVIEW OF OFFICE OF SCHOOL-UNIVERSITY PARTNERSHIPS AND CLINICAL EXPERIENCES

Dr. Field explained the make up and charge of the SUPCE Office, including the two support staff that assist him in administering the responsibilities of the office. The Office is divided into two areas of responsibilities that include the partnership aspect and the clinical placement aspect. Over the last year, the Office has added two new part-time staff to assist with placement activity. The largest portion of the Office’s time is spent working on placement activities for the teacher preparation programs in the Unit. Specifically, he is responsible for placing MAT and Middle level undergraduate interns, while the part-time personnel work more closely with elementary and early childhood undergraduate intern
placements. His office is also responsible for secondary placements that span across the Unit to include art, music, dance, and business. His Office keeps track of the number of placements they work with across the Columbia area to ensure diverse placements among the Unit’s programs in the many placement opportunities in different courses.

Dr. Field highlighted the information he provided to the committee and explained how his office fulfills the roles and responsibilities listed. One major area of improvement his office has made is with the website. Office personnel have completed an update of the website and now it includes necessary information on the Policy and Procedures Manual (revised summer 2007) and new ADEPT information.

He also reported that his office maintains data on placement information each semester for interns as well as maintaining information on the Professional Development Network. Through these efforts, his Office keeps up with necessary application and continued information from and about the partnership schools, including tracking mechanisms on what teachers work with our candidates and are eligible for course credit and travel payments. In addition and as a part of these efforts, his office is heavily involved with work with the National Network for Educational Renewal.

Ms. Larkin asked how, if at all, advanced programs are part of the SUPCE Office’s responsibilities. Dr. Field replied that right now, they are not, but there could be possibilities of his office being involved with these programs in some ways. Dr. Stevenson followed up to this item and asked for Dr. Field’s thoughts on this issue and some prior work the COE completed on including the advanced programs in his office. He expressed a sincere interest in understanding how his office could be involved with assisting these programs with particular survey needs and placement issues. Dr. Field expressed an interest to meet with appropriate advanced level programs. The committee entertained further discussion on the benefits of having the SUPCE Office assist with these programs to ensure placement quality across all programs.

Another aspect of his office is working with intern supervisors, especially in the elementary and early childhood programs. There are approximately 50 of these supervisors for whom his office is responsible to hire, train in the ADEPT system, and provide additional professional development. This semester his office has begun to provide additional opportunities for the supervisors to get together to discuss areas of concern or intern problems like observations, communication issues, and conference opportunities. The costs to administer these supervisor responsibilities are generated from the placement fee that was implemented over the past year.

The SUPCE Office also administers intern, coaching teacher, and University supervisor evaluations each semester. He acknowledged work with the Office of Accreditation and Quality Assurance to make sure the data from these surveys are entered on a regular basis. These surveys were revised as of fall 2007 and data will need to be recorded to capture these changes. In addition, his office administers a Dispositions rating sheet that is used to assess interns against the Unit’s agreed-upon dispositions. Data are being entered on a regular basis, but further work should be continued to get necessary data to program faculty and other interested parties (supervisors, interns, administration).

Dr. Field discussed the national Professional Development Schools Network issues and how the Office works with national groups to encourage PDS initiatives. The SUPCE Office, with the COE Office of Conferences hosts the National PDS Conference, which has grown tremendously over the last 6 years. Additionally, the National Association of PDS produces a newsletter and a refereed journal, most of which was driven by the work of his office and partner schools and colleges/universities.

Additionally, Dr. Field commented on the Office’s involvement with the Teacher Cadet Program, hosted statewide by the CERRA Office. USC is linked to nine local high schools through this program. He goes into the schools to present on how to prepare to be a teacher and what career opportunities are available to future teachers. His office maintains a speaker’s list of available faculty who can go into
schools to discuss their backgrounds. In conjunction with this state program, there is an annual Teacher Cadet Conference on the USC campus each year. Approximately 150 students are involved with the conference.

Dr. Carnes asked how relevant the conceptual framework is to the functions and responsibilities of the SUPCE Office. Dr. Field replied that there are some terms of the framework that fit the roles of his office quite well.

Dr. Stevenson asked Dr. Field to discuss the SUPCE assessment plan, as presented to the committee. Dr. Field mentioned that a SUPCE Task Force was formed to assist in the implementation of the plan. He highlighted a real desire to focus on more issues related to diversity, as these initiatives can be strengthened in many ways including rating/tracking the diversity of schools and how diverse placements are over a candidate’s matriculation through a program. After much discussion with program faculty, his office is still exploring ways of tracking and ensuring more diverse placements and opportunities.

Returning to the assessment plan, Dr. Field mentioned that his office was surveyed as part of a college-wide effort to assess support offices in the College. In addition, he highlighted how external groups have input on the work scope of his office. Dr. Stevenson asked for major areas of improvement. Dr. Field reported that 1) schools ask for clarification on what our programs expect interns to do/experience, and 2) have USC faculty available to talk about these issues prior to the start of the school year. Dr. Stevenson expressed concern about tenure track faculty who may not see reporting to schools as something that is as important as other expectations of their roles.

IV COMMITTEE DISCUSSION OF OFFICE OF SCHOOL-UNIVERSITY PARTNERSHIPS AND CLINICAL EXPERIENCES

Dr. Stevenson asked the members for any further questions or issues for Dr. Field. He expressed a continued interest to integrate advanced programs in his office work and how the conceptual framework relates to the scope of the office. Ms. Byrnes asked for clarification on the number of placements that the SUPCE Office makes and Dr. Field answered that it has grown from about 400 placements to approximately 2,000. Dr. Carnes asked for changes within the SUPCE Office based on available data. Dr. Field mentioned a change in the PDS committee structure; the addition of two part-time personnel to assist with elementary and early childhood placement; development of an informational brochure on his office; needed input from intern, coaching teachers, and University supervisors at the end of each semester (or at least on a more regular basis); need for a group that combines the work of many offices to accomplish responsibilities.

Dr. Stevenson asked Dr. Field what the COE can do to assist the Office in responsibilities. Dr. Field acknowledged that the SUPCE Office becomes involved when serious intern field issues arise, but there is not a clear distinction/clarification as to what the Office’s authority is when making decisions regarding problems and dealing with personnel issues.

Dr. Stevenson explained the process from this point on and thanked Dr. Field for joining the committee for this review. His summary of the review included 1) an acknowledgement of much work and data input with a weakness in availability of aggregated data to make office adjustments, 2) clarification of changes that have been made based on data, 3) a clear role and responsibility of what the Office is responsible for to others (more of a responsibility of the supervisors of this office to direct this and not only the Director of the Office to define), 4) clarification of involvement with advanced programs, and 5) more systematic disbursement of aggregated data, 6) full implementation of the proposed assessment plan. The committee agreed the office may be progressing toward criteria that ensure quality based on these recommendations. Further suggestions for this office may include: 1) SUPCE’s authority to
handle intern field issues related to personnel and 2) administration’s discussion of how COE advanced programs may be integrated into the scope of this office.

V. OTHER BUSINESS

A. Review of Recommendation Reports for Office of Accreditation & Quality Assurance and Office of Student Affairs

Dr. Carnes moved for approval of both Recommendation Reports and Ms. Byrnes seconded the motion. Dr. Connolly agreed to distribute the reports to the appropriate directors and their supervisors.

B. Spring 2008 meeting & review schedule

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<tr>
<th>Date</th>
<th>Time</th>
<th>Agenda Items</th>
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<tbody>
<tr>
<td>Thursday, February 21, 2008, 10:00 a.m.</td>
<td>Program Evaluation, Policy Center, and School Improvement Council</td>
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<tr>
<td>Thursday, March 20, 2008, 10:00 a.m.</td>
<td>Instructional Support &amp; Information Technology</td>
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<tr>
<td>Thursday, April 17, 2008, 10:00 a.m.</td>
<td>Business Office, Grants &amp; Contracts Office, Museum of Education</td>
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The May meeting will be finalized at the February 21, 2008, QCom meeting, but it is tentatively scheduled for:

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<tr>
<td>Thursday, May 8 or May 15, 2008, 10:00 a.m.</td>
<td>Dean’s Office, Conferences Office, and Development Office</td>
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The meeting was adjourned at 12:30 p.m.