ASU

ARKANSAS STATE UNIVERSITY

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College of Education
Professional Education Unit

Professional Education Governance Handbook

(September 1, 2011)

http://www.astate.edu/education

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Professional Education Governance

Governance of professional education at Arkansas State is determined by the:

- Standards established by NCATE;

- Established university structures as defined in the Faculty Handbook;

- Policies and procedures as established by the Professional Education Unit, including COPE; and

- Desire to create a community of educators who are responsible to the students, the public and to each other to ensure the quality of future educators and education.

Although governance addresses the structures and processes by which the academic community defines and implements policies and programs, it also provides the structure and processes by which community and collegiality are demonstrated. In this professional community, mutual commitment to quality and sense of shared obligation to the profession and future professionals are evident.

Area Programs

Area programs are designed to foster discussion and decision-making of program issues, concerns, ideas and direction. Curriculum changes initiated by an area program will follow established department, college and university curriculum processes. Each area program will be asked to meet at least once per semester. Additional meetings may be scheduled by the chair as needed.

Area Programs include:

> Early Childhood (P-4) Program
> Middle Level (4-8) Program
> Secondary Programs
> Graduate Programs
> Educational Leadership/Curriculum and Instruction Programs
> Special Education and Gifted and Talented Programs

Any Professional Education Faculty member shall be eligible to serve as a member on a maximum of 2 area programs. To be eligible the Professional Education Faculty member shall teach in, or have a professional affiliation with, the selected area program. Notification of interest to serve shall be submitted annually to the Head of Unit between August 15 and September 15.

Annually, prior to March 1 the respective programs will meet to elect a chair and a recorder. The chairs of the area programs will serve as voting members of the Council on Professional Education (COPE). To ensure broader representation, the chair of an area program will be ineligible to serve concurrently as the chair of a standing committee. As a voting member of COPE, it is the responsibility of the area program chair to keep area program members informed of all issues discussed in COPE. It will also be the responsibility of the area program chair to keep COPE informed of all relevant program issues/business.

The chair of the area program will plan and develop meeting agendas. The Head of the Unit will provide a minimum notice to all Professional Education faculty members of one week prior to the meeting. Agendas and meeting minutes will be submitted to the Head of Unit at the end of each academic year.

Standing Committees

Standing committees will be responsible for unit assessment oversight. The criteria for participation on each standing committee are passion and responsibility - an interest in the range of responsibility encompassed by the committee balanced by the recognition that the work of the committee is on-going and time-consuming.

The standing committees will be composed of seven members each and represent composition of the unit as follows:

- 5 faculty members from five areas
  - 1 faculty member from Teacher Education (elected by Teacher Education faculty)
  - 1 faculty member from HPESS (elected by HPESS faculty)
  - 1 faculty member from Educational Leadership, Curriculum and Special Education (elected by ELCSE faculty)
  - 1 faculty member from Secondary Programs (elected by secondary programs faculty)
  - 1 faculty member from Counseling & Psychology (elected by Counseling & Psychology faculty)
- 2 faculty members at large (elected by PEF)

Each standing committee will elect a chair and a recorder annually (see *Appendix C for Annual Timeline for Governance Elections/Appointments*). Chairs of standing committees will be elected for one-year terms. The respective chairs of the standing committees will automatically be members of COPE. To ensure broader representation, the chair of a standing committee will be ineligible to serve concurrently as the chair of an area program. Membership of standing committees will be three years without succession.

Each of the committees will meet as necessary to complete its work and may form subcommittees-committees as appropriate to ensure and facilitate proactive thinking and reflection about professional education issues and policies. A quorum will be one more than fifty percent of the voting members of the standing committees. Committee members shall appoint a proxy in their absence. Proxies may only represent one absent member.

The chair of a standing committee will plan and develop meeting agendas. Agendas and meeting minutes will be submitted to the Head of Unit at the end of each academic year.

Initial Programs Assessment Committee

The Initial Programs Assessment Committee (IPAC**)** will serve as the oversight committee for the initial programs assessment activities of the Professional Education Unit. The NCATE Coordinator and the Professional Education Program Director will serve as Ex Officio members of the IPAC.
Committee responsibilities will include:

1. annually review and analyze unit assessment artifacts;
2. annually review the assessment system as it applies to initial programs.
3. annually review assessment procedures to ensure fairness, accuracy, consistency, and the avoidance of bias.
4. prepare an annual unit assessment report. The completed report will be sent to the Head of Unit no later than May 31 of each year. The report should include areas of strength and/or areas of improvement.

See *Appendix A: Unit Assessment Flow Chart* for specifications on the flow of unit assessment data/reports/recommendations between the IPAC, Council on Professional Education (COPE), Department Chairs and/or Area Program Chairs and the Head of the Unit.

Advanced Programs Assessment Committee

The Advanced Programs Assessment Committee (APAC) will serve as the oversight committee for the advanced programs assessment activities of the Professional Education Unit. The NCATE Coordinator will serve as an Ex Officio members of the APAC. Committee responsibilities will include:

1. annually review and analyze unit assessment artifacts;
2. annually review the assessment system as it applies to advanced programs.
3. annually review assessment procedures to ensure fairness, accuracy, consistency, and the avoidance of bias.
4. prepare an annual unit assessment report. The completed report will be sent to the Head of Unit no later than May 31 of each year. The report should include areas of strength and/or areas of improvement.

See *Appendix A: Unit Assessment Flow Chart* for specifications on the flow of unit assessment data/reports/recommendations between the APAC, Council on Professional Education (COPE), Department Chairs and/or Area Program Chairs and the Head of the Unit.

Unit Operations Assessment Committee

The Unit Operations Assessment Committee (UOAC) will serve as the oversight committee for the unit operations assessment activities of the Professional Education Unit. The NCATE Coordinator will serve as an Ex Officio members of the UOAC. Committee responsibilities will include:

1. annually review and analyze unit assessment artifacts;
2. annually review the assessment system as it applies to unit operations, i.e. activities pertaining to governance, planning, budget, personnel, facilities, services and procedures.
3. prepare an annual unit assessment report. The completed report will be sent to the Head of Unit no later than May 31 of each year. The report should include areas of strength and/or areas of improvement.

See *Appendix A: Unit Assessment Flow Chart* for specifications on the flow of unit assessment data/reports/recommendations between the UOAC, Council on Professional Education (COPE), Department Chairs and/or Area Program Chairs and the Head of the Unit.

Council on Professional Education (COPE)

COPE is advisory council to the Head of the Unit (see *Appendix A Unit Assessment Flow Chart*). Election or appointment to the Council on Professional Education (COPE) carries with it the responsibility to be a steward for the unit: to serve the students and faculty directly and the citizens of the state through ensuring quality programs and professionals. For these reasons, it is assumed that COPE will not only use its authority to engage in oversight, documentation, and evaluation but will also engage the unit in discussions of topics of national significance, foster communication, collaboration and interdisciplinary activities, and thereby provide a sense of future to the unit. COPE will meet monthly during the academic year and as needed during the summer session.

In order to insure broad representation of the Professional Education Unit, COPE will be comprised of the three chairs of the three standing committees, the chairs of the six area programs, one representative from each of the departments of the College of Education and the two to five representatives from other colleges with Professional Education programs and who are not already represented on COPE.

Representatives on COPE may hold allegiances to multiple areas, e.g. the chair of Unit Assessment Committee would be a member of COPE. They would obviously represent the Unit Assessment Committee, but if they were a secondary science program director, who taught both undergraduate and graduate science methods classes, it would be understood that they would simultaneously represent their college, science programs, secondary programs, and graduate programs.

The Head of the Unit, NCATE Coordinator and Professional Educations Programs Director will be *ex-officio* members of COPE**.** *Ex-officio* members do not have voting privileges but do have the privileges of participation and discussion. (See *Appendix D COE Membership.)*

The Professional Education Faculty from the various departments of the College of Education (ELSCE, HPESS, Psychology and Teacher Education) will annually elect their respective representatives. Professional Education Faculty from other colleges with Professional Education programs and who are not already represented on COPE will elect their respective college representative annually (see *Appendix C Annual Timeline for Governance Elections/Appointments*).

The Head of the Unit will convene COPE at the beginning of each fall semester at which time COPE will elect a chair, vice-chair and recorder (see *Appendix C Annual Timeline for Governance Elections/Appointments*). The chair, vice-chair and recorder will serve a one-year term and may serve two terms successively.

Meetings will be conducted by the chair or the vice-chair, in the chairs absence, using *Roberts Rules of Order*. The chair will coordinate the agenda items and distribution of materials to council members through the Head of the Unit. A quorum will be one more than fifty percent of the voting members. COPE members who are unable to attend a meeting will identify a proxy to serve in their absence. Proxies may only represent one absent member.

Ad Hoc Committees

Ad hoc committees will be appointed by COPE or the Head of the Unit to address issues including, but not limited to the following: faculty, field experiences, clinical practices, resources, diversity, technology, and unit assessment structure. These committees will be formed on an as needed basis. Chairs of *ad hoc* committees will not serve as members of COPE unless they qualify in some other capacity under the COPE membership provisions stated above. A quorum will be one more than fifty percent of the voting members of the ad hoc committees.

The chair of an *ad hoc* committee will plan and develop meeting agendas. Agendas and meeting minutes will be submitted to the Head of Unit at the completion of the *ad hoc* committee's work.

Professional Education Advisory Council

The Professional Education Advisory Council will be made up of teachers, administrators and parents from K-12 partner schools, educational cooperative directors and initial and advanced program candidates. This advisory council is an advisory body to the Head of the Unit (see *Appendix B Professional Education Unit Organizational Flow Chart).* Existing and future programs' relevance, teacher and other professionals' preparedness, other topics of mutual concern may be discussed. Individual ASU Professional Education Faculty members, individual K-12 clinical supervisors or individual ASU Professional Education program completers will not be discussed during meetings. The Head of the Unit will convene the Professional Education Advisory Council at least once each semester and as needed.

Unit Operations

Professional education matters, such as curriculum proposals, originating in academic departments and colleges (including the COE and its departments), area programs, and standing committees should be submitted to the Head of the Unit who in turn will, if appropriate, route the material to COPE. COPE will review the requests, information, reports, curriculum proposals, etc. and take appropriate action. COPE may schedule regular reports or special reports from the standing committees and *ad hoc* committees. It may accept the reports in whole or in part; it may amend them; and may return them to committees for revisions. The reports are then forwarded by COPE to the Head of the Unit for action.

COPE is considered to be a policy and program recommending group; not a council to manage the daily operations of the unit. Editorial changes to undergraduate and graduate bulletins, minor changes in teacher education handbook such as dates, minor changes on forms, etc. are not subject to review, discussion, and approval of COPE. Suggestions for improvement will be actively sought from the Professional Education Faculty during Professional Education Faculty meetings.

Amendments

Recommended amendments to the Professional Education Governance documents may come from COPE standing committees, area programs, or the Head of Unit. Amendments require simple majority approval by COPE.

Curriculum Changes

Curriculum change proposals may emerge from any level of the unit for discussion. Curriculum and program changes will follow the established procedures at Arkansas State University:

1. Approval by Department Curriculum Committee

2. Approval by Department Chair

3. Approval by College Curriculum Committee

4. Approval by College Dean

5. Route to the Head of the Unit who prepares materials for routing to COPE (may be returned to the dean of the college if incomplete).

6. Route to COPE. It is anticipated that a faculty representative would be present at the COPE meeting and at the standing committee meeting to provide information.

7. COPE votes to accept or decline and forwards to the Head of the Unit.

8. If the Head of the Unit approves, it is forwarded to the appropriate university committee for review and action. If the Head of the Unit does not recommend approval, she/he will provide the originating source with the rationale for the decision.

Policy Recommendations

Policy recommendations approved by the Head of the Unit are, depending on the nature of the policy, implemented by the Head of the Unit or passed for further review to the Executive Vice Chancellor and Provost or the appropriate university governance committee (e.g. General Education Committee, Undergraduate Curriculum Council, or Graduate Curriculum Committee).

Professional Education Faculty

The Professional Education Faculty consists of individuals employed by the university, including graduate teaching assistants, who teach one or more courses in education, provide services to candidates (e.g. advising), supervise clinical experiences, or administers a portion of the unit.[1] Initial approval for membership in the Professional Education Unit requires that university faculty meet criteria as described below.

1. Possess the appropriate terminal degree and have appropriate specialization for professional education or has unusual or exceptional qualifications for their teaching/supervision assignment;

2. Hold or have held a teaching, counseling, school psychology, or administrative license (appropriate to the university assignment).

3. Demonstrate continuing involvement with the public schools;

Professional Education Faculty who supervise interns and/or teach methods courses are required to meet the following additional requirements:

1. A minimum of three years of teaching experience in a P-12 setting with the exception of school counselors/psychologists which require a minimum of two years of experience in a P-12 setting or special education faculty members which require either three years of classroom teaching or comparable experience (e.g., private/public institutions, residential treatment facility, subject to the approval of the department chair.

2. Be *Pathwise* trained if required by Arkansas Department of Education (ADE). If required to be *Pathwise* trained, be *Pathwise* trained by the end of the first semester of employment.

Professional Education Faculty Meetings

The Head of the Unit will convene Professional Education Faculty meetings at least twice per semester and as needed. The purpose of Professional Education Faculty meetings is to provide a forum for discussion on topics which are relevant to the unit and/or its programs. Normally, meetings will be topic specific and Professional Education Faculty members will be notified in advance of the topic(s). The Professional Education Faculty members' input will be considered advisory in nature in regard to any future policy and procedural changes as well as any future direction of the unit.

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[1] Professional Standards for the Accreditation of Teacher Preparation Institutions, NCATE ©2008, p.90.

Professional Education Faculty outside of the College of Education

Employment

The employment process for Professional Education Faculty outside the COE must recognize the duality of the required disciplinary expertise and the professional education expertise. To the extent possible, the processes and procedural recommendations related to employment, promoting, retention, and tenure of Professional Education Faculty outside the COE are integrated into or are compatible with existing processes and procedures. Since there are faculty in the COE who have a portion of their assignment in professional education, it is recommended that the requirements for supervising interns and teaching methods classes apply as conditions for employment. The process for recommendation for employment of new Professional Education Faculty outside the COE is as follows:

1. Chair sends *Justification to Initiate a Search* form to dean (form should include Professional Education Faculty statement).

2. Dean sends *Justification to Initiate a Search* form to Head of the Unit.

3. Dean and Head of Unit jointly submit *Justification to Initiate a Search* form to the Academic Affairs and Research.

4. Search committee is formed. Composition of search committees should equally represent both disciplinary faculty and Professional Education Faculty. Head of the Unit will appoint the Professional Education Faculty to the committee. There will be equal voting representation of disciplinary faculty and Professional Education Faculty.

5. Joint construction of position announcement by search committee to ensure disciplinary and professional education criteria are in announcement.

6. Advertisements are placed.

7. Search committee screens and interviews candidates. (Review of professional education qualification is completed and verified prior to on-campus interviews.) Dean and Head of the Unit interview finalist candidates.

8. Search committee makes recommendation to the chair.

9. Chair initiates the *Hiring Proposal.*

10. Dean and Head of the Unit concur on the recommendation of the search committee to hire.

11. Offer is made in accordance with specific department and college practices.

12. Dean and Head of the Unit indicate approval by signatures on *Request for Contract* form.

Retention

The following are procedures for the annual review of a pre-tenure Professional Education Faculty with appointments in the content area disciplines outside the COE, and also addresses the procedures for promotion or tenure of these faculty members.

The retention process builds on the shared responsibility for the development of new faculty members with both disciplinary and professional education assignments. The process also is an opportunity to validate the role of the Professional Education Faculty outside the COE in advising, service, scholarship, and ongoing involvement with the public schools which is expected of Professional Education Faculty.

The retention process is viewed as formative in nature. The goal is to facilitate the development of new colleagues in their teaching, scholarship, and service in the disciplines as Professional Education Faculty members. The intent is to provide a mechanism for ongoing review and support to the pre-tenure faculty member and enhance communication between the faculty and administrators in the content area disciplines and the Professional Education Faculty and administrators.

In addition to the standard university procedures for annual review of pre-tenure faculty, there are two additional mechanisms for accomplishing the annual review of Professional Education Faculty with assignments in the content area disciplines: The first involves the appointment of a Professional Education Faculty Review Panel for each new faculty member beginning early in the semester of initial appointment. The second involves the collaboration of the deans of the colleges and the Head of the Unit in decisions regarding the continuing status of these faculty members.

These mechanisms are more fully described below. These procedures recognize that not all academic units have both a college and departmental PRT committee and that the steps may differ.

Promotion and Tenure

The process recognizes that at ASU, faculty hold rank and tenure in departments and colleges. However, the responsibilities of the Professional Education Faculty outside the COE to the Professional Education Unit must be considered in the promotion and tenure process.

1. The promotion and tenure review process is aligned with the current ASU process. The faculty member submits materials to both the department or college PRT Committee and the Professional Education Review Panel, in accordance with the established timelines of the university and using the recommended university format;

2. The review panel will submit a report describing the contributions of the faculty member across teaching, scholarship, and service as a member of the Professional Education Faculty to the department or college PRT Committee and the Head of the Unit sufficiently early in the review process to permit the inclusion of the review panel's report in the process;

3. The promotion and tenure recommendations follow the established ASU procedures with regard to forwarding recommendations to the Dean of the College;

4. The Dean of the College and the Head of the Unit will discuss the faculty member under review. The report of the Head of the Unit is circumscribed by consideration of matters

pertaining to the faculty member's performance as a member of the Professional Education Faculty. If the Dean and Head of the Unit have arrived at differing conclusions regarding the status of a pre-tenured faculty member, or his or her promotion or tenure application, they will attempt to resolve the differences. If they cannot resolve the differences, they will jointly meet with the Executive Vice Chancellor and Provost for resolution within the university's stated timelines for notification to faculty regarding future status;

5. Recommendations from the department chair and department or college PRT Committee along with the recommendation from the dean of the college and the report of the Head of the Unit will be sent to the University Promotion, Retention and Tenure Committee; and

6. The recommendation of the University Promotion, Retention and Tenure Committee will be forwarded to the Office of Academic Affairs and Research for a decision.

Professional Education Review Panel

The Professional Education Review Panel will be comprised of tenured faculty who are members in good standing of the Professional Education Faculty. The Head of the Unit is responsible for initiating a meeting with the pre-tenure faculty member early in the first semester of his/her employment to identify the three faculty members who will comprise the Professional Education Retention Review Panel. The faculty member will select one member, the Head of the Unit will select one member, and together the faculty member and the Head of the Unit will select the third member. The Head of the Unit will convene a meeting of the members of the retention review panel for the purpose of selecting a chair.

The responsibility of the chair of the review panel is to coordinate the panel's professional education review process and facilitate communications between the members of the panel, the pre-tenure faculty member, and the appropriate person(s) responsible for annual review in the pre-tenure faculty member's department at the initial stage of departmental review, typically the PRT Committee. The pre-tenure faculty member will retain the panel throughout the probationary period. Should a vacancy occur on the review panel, the chair will notify the Head of the Unit who will arrange to fill the vacancy.
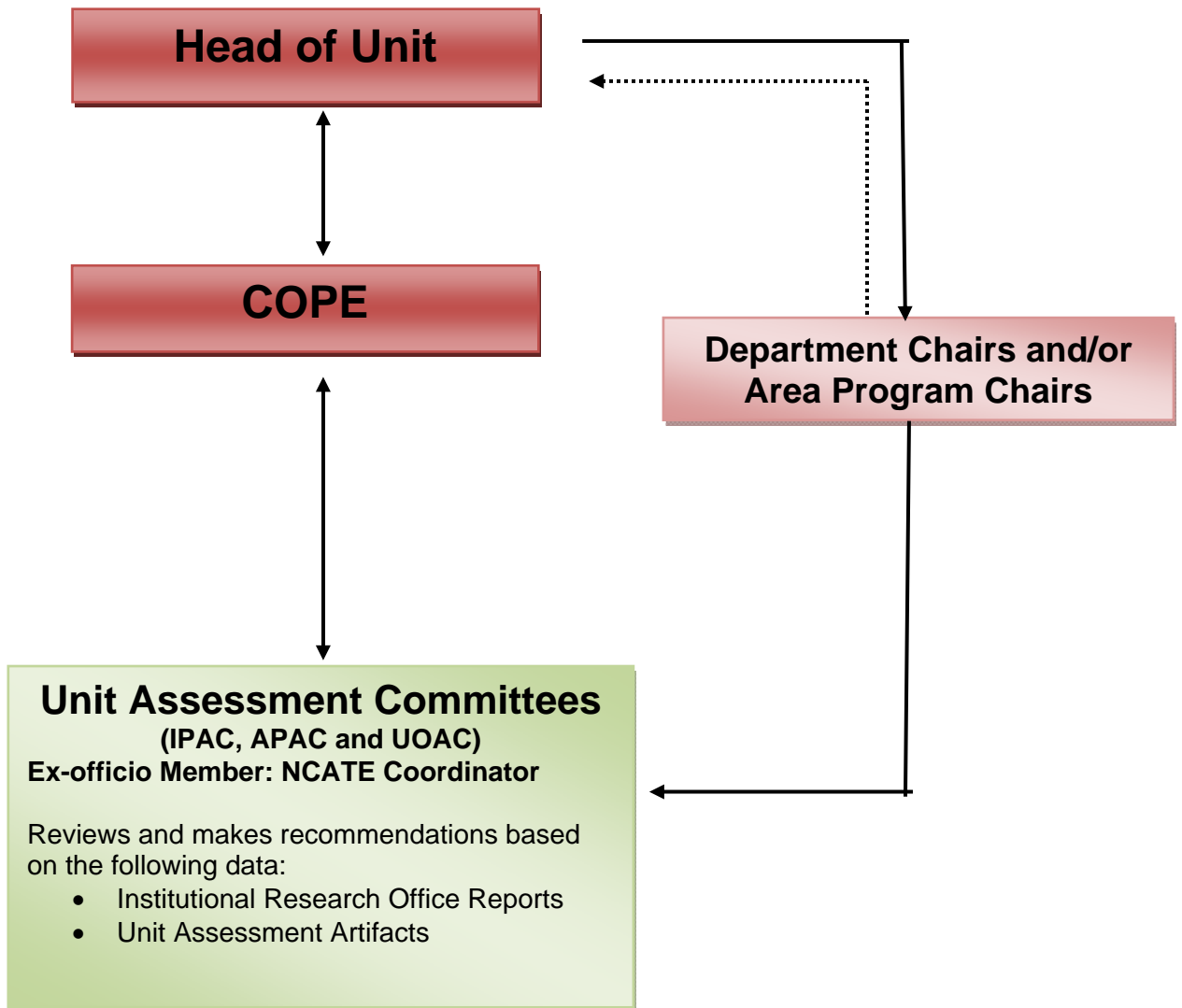
A formal meeting of the review panel will be convened in a timely manner to conduct its review of the pre-tenure faculty member and to formulate its recommendations to be forwarded to the Head of the Unit and the appropriate person(s) responsible for annual review in the pre-tenure faculty member's department. However, in keeping with the formative nature of this process during the probationary period, the review panel will meet directly with the pre-tenure faculty member each year to discuss their assessment with the faculty member and to offer any guidance, as appropriate, that may be of benefit to the faculty member working toward achieving tenure. At the discretion of the panel, this meeting may be concurrent with, or separate from, the panel's formal assessment of the faculty member's progress.

If no members of the panel are from the faculty member's department, the faculty member may invite a member of his/her department to a meeting with the panel at the point at which the panel engages in its meeting with the faculty member. The Professional Education Faculty Review Panel Process is as follows:

1. The review process is aligned with the current ASU PRT process. The pre-tenure faculty member submits materials to the department or college PRT Committee and the Professional Education Retention Review Panel in accordance with the established time lines of the university and using the recommended university format. The review panel assesses the faculty member's performance in teaching, research, and service to the extent these activities are directly connected to his/her role as a Professional Education Faculty member;

2. The review panel will submit its annual recommendations regarding promotion, retention and tenure of the faculty member in the Professional Education Unit to the department or college PRT Committee and Head of the Unit sufficiently early in the review process to permit the inclusion of the review panel's input;

3. The recommendations follow the established ASU procedures with regard to forwarding information to the college dean;

4. The Dean of the College and the Head of the Unit will confer and jointly prepare and/or sign recommendations to Academic Affairs and Research. The recommendation of the Head of the Unit is circumscribed by consideration of matters pertaining to the faculty member's performance as a member of the Professional Education Faculty. If the Dean and the Head of the Unit have reached differing conclusions regarding the status of a pre-tenure faculty member, they will attempt to resolve the differences. If they cannot resolve the difference, they will jointly meet with the Executive Vice Chancellor and Provost for continued discussions and reach consensus within the university's established timelines for notification to faculty regarding future status; and

5. Recommendations from the department chair and department or college PRT Committee along with the joint recommendation from the Dean of the College and the Head of the Unit will be sent to the Office of Academic Affairs and Research for a decision.

APPENDIX A

UNIT ASSESSMENT FLOW CHART

Head of Unit

COPE

Department Chairs and/or Area Program Chairs

Unit Assessment Committees
(IPAC, APAC and UOAC)
Ex-officio Member: NCATE Coordinator

Reviews and makes recommendations based on the following data:
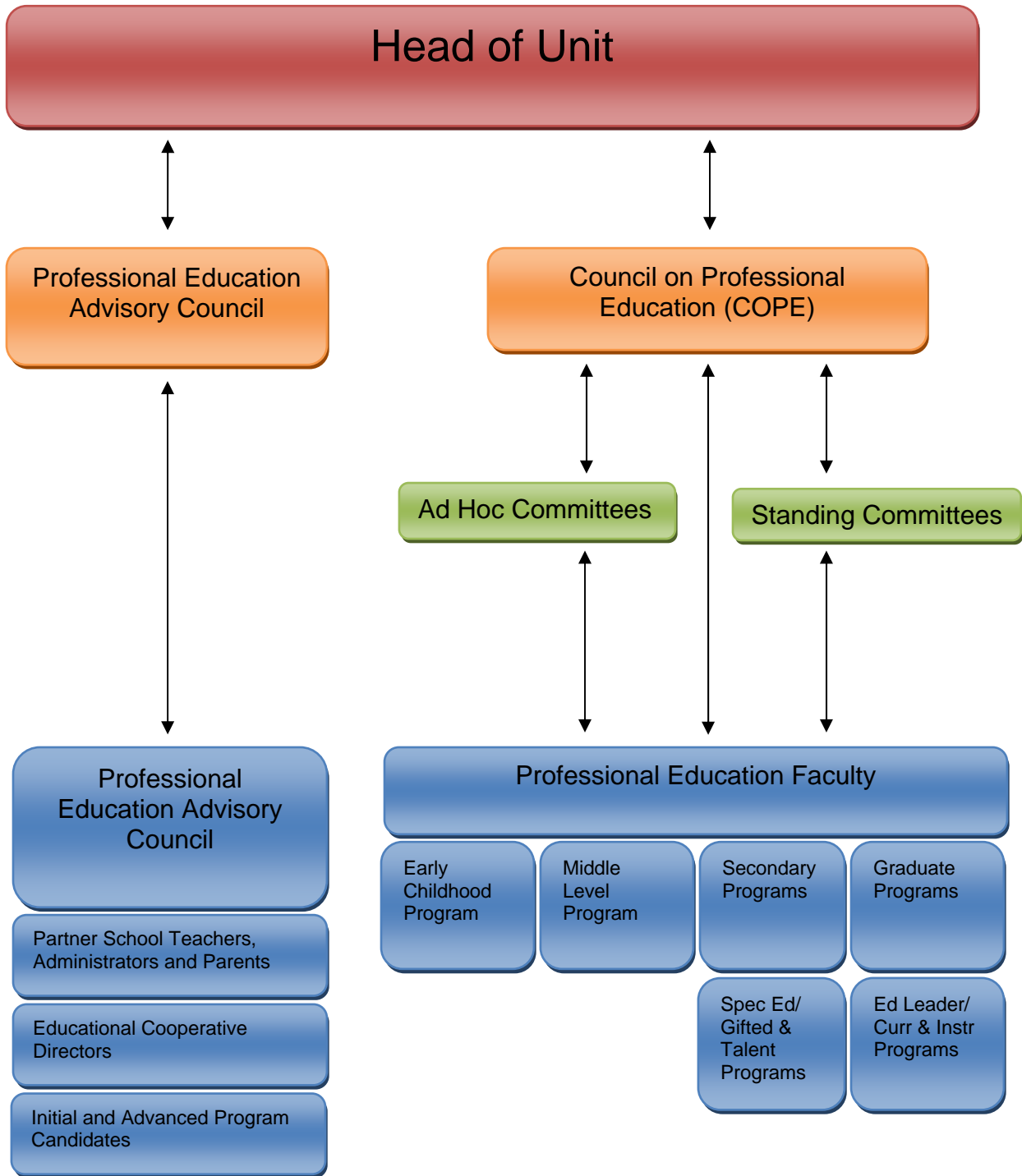- Institutional Research Office Reports
- Unit Assessment Artifacts

* NCATE Coordinator facilitates the flow of information between people and committees

APPENDIX B

PROFESSIONAL EDUCATION UNIT ORGANIZATIONAL FLOW CHART

Head of Unit

Professional Education Advisory Council

Council on Professional Education (COPE)

Ad Hoc Committees

Standing Committees

Professional Education Advisory Council

Partner School Teachers, Administrators and Parents

Educational Cooperative Directors

Initial and Advanced Program Candidates

Professional Education Faculty

Early Childhood Program

Middle Level Program

Secondary Programs

Graduate Programs

Spec Ed/ Gifted & Talent Programs

Ed Leader/ Curr & Instr Programs

APPENDIX C

ANNUAL TIMELINE FOR GOVERNANCE ELECTIONS/APPOINTMENTS

March 1 - March 15

- The faculty from Teacher Education, HPESS, ELCSE, Secondary Programs, and Psychology and Counseling each elect their respective representatives to serve on the three standing committees (IPAC, APAC and UOAC)
- Area programs elect their respective program chairs and recorders (Early Childhood Program, Middle Level Program, Secondary Programs, Graduate Programs, Special Education/Gifted and Talented Programs, and Educational Leadership/Curriculum and Instruction Programs)

March 15 - March 30

- Professional Education Faculty nominates at large candidates for standing committees (IPAC, APAC and UOAC)
- Departments in the College of Education elect their respective COPE representative

April 1 - April 15

- Professional Education Faculty elects at large two candidates for each standing committees (IPAC, APAC and UOAC)

August 15 - September 15

- Standing committees elect chairs and recorder (IPAC, APAC and UOAC)
- All College representatives election/appointment
- Professional Education Faculty identify which programs they wish to affiliate

September 15 - September 30

- COPE meets to elect a chair , vice-chair and a recorder

APPENDIX D

COPE MEMBERSHIP
(14-18 members)

Cope membership will be made up of representatives from the following constituents: Area Programs, COE Departments Representatives, Standing Committees and Colleges other than the College of Education which have Professional Education programs (College Representatives).

Area Programs
Secondary Program chair (1)
Early Childhood Program chair (1)
Middle Level Program chair (1)
Graduate Programs chair (1)
Educational Leadership/Curriculum and Instruction Programs chair (1)
Special Education and Gifted and Talented Programs chair (1)

COE Departments
ELCSE representative (1)
HPESS representative (1)
Psychology representative (1)
Teacher Education representative (1)

Standing Committees
Initial Programs Assessment Committee chair (1)
Advanced Programs Assessment Committee chair (1)
Unit Operations Assessment Committee chair (1)

College Representatives*
Humanities representative (0-1)
Agriculture representative (0-1)
Business representative (0-1)
Fine Arts representative (0-1)
Mathematics/Science representative (0-1)

* representative assigned only if the college is not already represented

Ex-Officio Members
Head of the Unit
NCATE Coordinator
Professional Education Programs Director