



ARKANSAS STATE
UNIVERSITY

College of Education and
Behavioral Science Professional
Education Unit

Professional Education Governance Handbook

(September 27, 2024)

TABLE OF CONTENTS

Professional Education Governance.....	3
Area Programs.....	3
Standing Committees.....	4
Council on Professional Education (COPE).....	6
Ad Hoc Committees.....	7
Professional Education Advisory Council.....	7
Unit Operations.....	7
Professional Education Faculty.....	9
Professional Education Faculty Meetings.....	9
Professional Education Faculty Outside of the College of Education and Behavioral Science.....	10
Appendices	
Appendix A Unit Assessment Flow Chart.....	14
Appendix B Professional Education Unit Organizational Flow Chart.....	15
Appendix C Annual Timeline for Governance Elections/Appointments.....	16
Appendix D COPE Membership.....	17

Professional Education Governance

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

- Standards established by the Council for the Accreditation of Education Preparation (CAEP)
- Established university structures as defined in the A-State Faculty Handbook;
- Policies and procedures as established by the Professional Education Unit, including the Council on Professional Education (COPE); the Initial Programs Assessment Committee (IPAC); and the Advanced Programs Assessment Committee (APAC)
- Desire to create a community of educators responsible to the students, the public, and 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 a sense of shared obligation to the profession and future professionals is evident.

Area Programs

Area programs foster discussion and decision-making regarding 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 to review assessment data and make any necessary changes to the professional education programs. The committee chair may schedule additional meetings 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, the area program chair is responsible for keeping 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 or designee will provide at least one week's notice to all Professional Education faculty members before any upcoming meetings. Agendas and meeting minutes will be submitted to the Head of the 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 committee's range of responsibilities balanced by recognition that the committee's work is ongoing and time-consuming.

The standing committees will be composed of seven members each and represent the 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 HPES (elected by HPES 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 Psychology & Counseling (elected by Psychology & Counseling 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 committee will meet as necessary to complete its work and may form subcommittees as appropriate to ensure and facilitate proactive thinking and reflection about professional education issues and policies. A quorum will be 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 oversee the Professional Education Unit's initial program assessment activities. The Initial Program Analyst and CAEP Coordinator/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 Professional Education Unit's advanced program assessment activities. The CAEP Coordinator and Data Analyst for Advanced Programs will serve as ex officio members of 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.

Operations Assessment Unit

The Operations Assessment Unit (OAU) will oversee the Professional Education Unit's operations assessment activities. The unit's members consist of the CAEP Coordinator, the Director of Professional Education Programs, the Data Analyst for Initial Programs, and the Data Analyst for Advanced Programs. The Head of the Unit serves as an ex-officio member of the OAU.

Unit 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 the Unit no later than May 31 of each year. It 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 OAU, 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 an 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 by 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.

To ensure 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 Behavioral Science, and two to five representatives from other colleges with Professional Education programs who are not already represented on COPE.

Representatives on COPE may hold allegiances to multiple areas, e.g., the chair of the 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, **CAEP Coordinator, and Professional Education Programs Director** will be ex-officio members of COPE. Ex-officio members do not have voting privileges but participation and discussion privileges. (See *Appendix D COEBS Membership*.)

The Professional Education Faculty from the various departments of the College of Education and Behavioral Science (ELSCE, HPESS, Psychology and Counseling, and Teacher Education) will elect their respective representatives annually. Professional Education Faculty from other colleges with Professional Education programs 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 chair's absence, using Roberts Rules of Order. The chair will coordinate the agenda items and distribute materials to council members through the Head of the Unit. A quorum will be more than fifty percent of the voting members. COPE members who cannot 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. After the *ad hoc* committee's work is completed, agendas and meeting minutes will be submitted to the Head of Unit.

Education Professional Advisory Council

The Education Professional Advisory Council (EPAC) is 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, and other topics of mutual concern may be discussed. Individual A-STATE Professional Education Faculty members, individual K-12 clinical supervisors or individual A-STATE 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 COEBS and its departments), area programs, and standing committees, should be submitted to the Head of the Unit, who, if appropriate, will route the material to COPE. COPE will review the requests, information, reports, curriculum proposals, etc., and take appropriate action. COPE may schedule regular or special reports from the standing and *ad hoc* committees. It may accept the reports in whole or in part; it may amend them and return them to committees for revisions. The reports are then forwarded by COPE to the Head of the Unit for action.

COPE is a policy and program-recommending group, not a council, that manages the unit's daily operations. Editorial changes to undergraduate and graduate bulletins, minor changes in the teacher education handbook such as dates, minor changes on forms, etc. are not subject to review, discussion, and approval by 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 COPE's simple majority approval.

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. A faculty representative is anticipated to provide information at the COPE meeting and the standing committee meeting.
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 policy's nature, implemented by the Head of the Unit or passed for further review to the Provost and Executive Vice Chancellor 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 administer a portion of the unit. Initial approval for membership in the Professional Education Unit requires university faculty to meet the criteria described below.

1. Possess the appropriate terminal degree and have appropriate specialization for professional education or have 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 except for 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 trained on the Aspiring Teacher's rubric required by the Arkansas Department of Education (ADE). If required to be trained, it must occur by the end of the first semester of employment.

Professional Education Program Meetings

The Head of the Unit will convene Professional Education Program meetings at least twice per semester and as needed. The purpose of these meetings is to provide a forum for discussion on topics relevant to the unit and/or its programs.

Normally, meetings are topic-specific, and Professional Education Faculty members are notified in advance of the topic(s). The Professional Education Program members' input will be considered advisory in nature regarding any future policy and procedural changes and the unit's future direction.

Professional Education Faculty outside of the College of Education and Behavioral Science

Employment

The employment process for Professional Education Faculty outside the COEBS must recognize the duality of the required disciplinary and professional education expertise. To the extent possible, the processes and procedural recommendations related to employment, promotion, retention, and tenure of Professional Education Faculty outside the COEBS are integrated or compatible with existing processes and procedures. Since there are faculty in the COEBS who have a portion of their assignment in professional education, the requirements for supervising interns and teaching methods classes are recommended to apply as conditions for employment. The process for recommendation for employment of new Professional Education Faculty outside the COEBS 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 COEBS and 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 COEBS 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 A-STATE, faculty hold rank and tenure in departments and colleges. However, the responsibilities of the Professional Education Faculty outside the COEBS 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 A-STATE 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 A-STATE 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 Provost and Executive Vice Chancellor 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 comprise tenured faculty 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 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 to select 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 the 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.

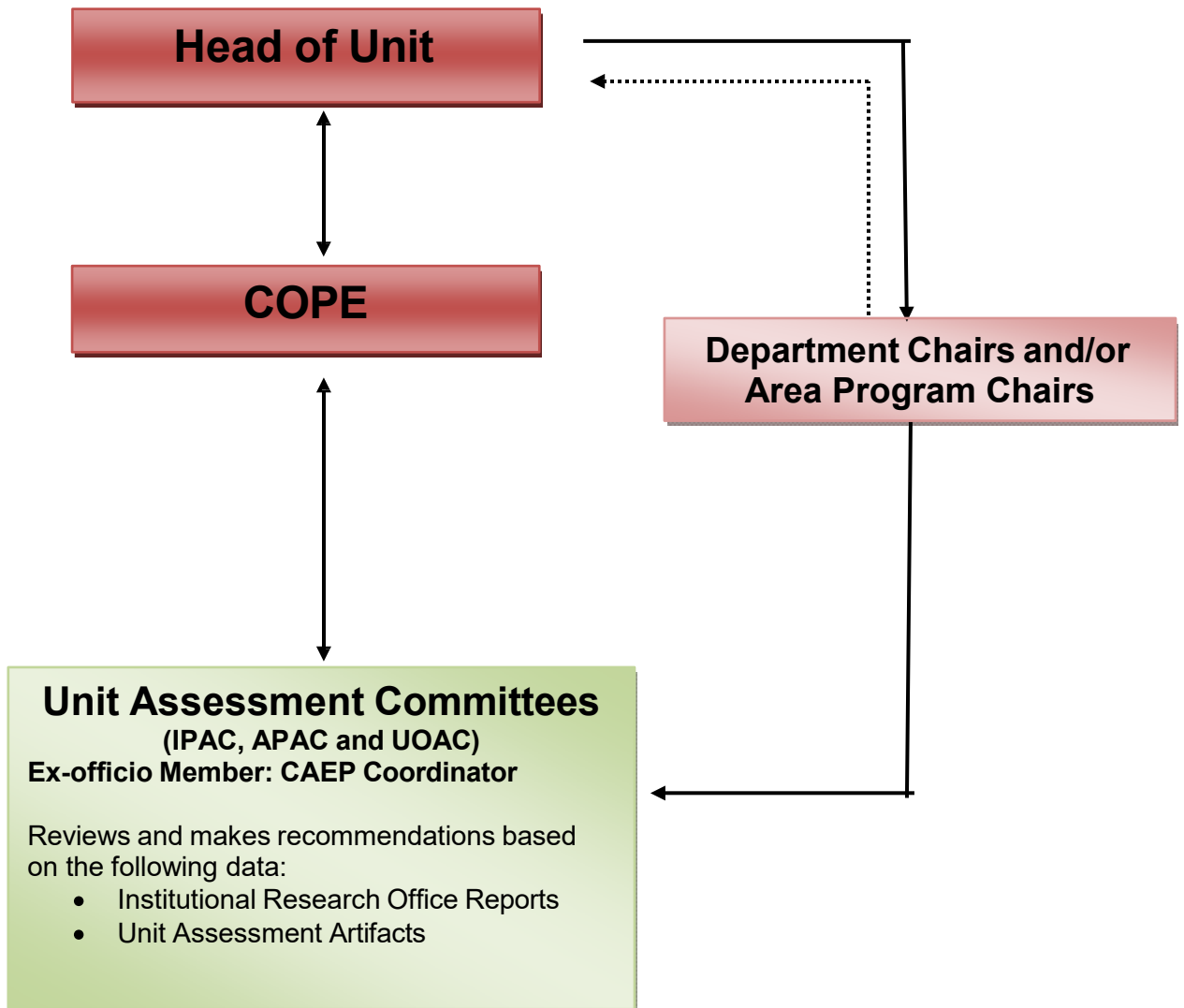
A formal review panel meeting will be convened promptly to review the pre-tenured faculty member and formulate its recommendations to be forwarded to the Head of the Unit and the appropriate person(s) responsible for the annual review of the pre-tenured faculty member's department. However, in keeping 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 panel's discretion, this meeting may be concurrent with or separate from the panel's formal assessment of the faculty member's progress.

If no panel members 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 A-STATE PRT process. The pre-tenure faculty member submits materials to the department or college PRT Committee and the Professional Education Retention Review Panel following the established timelines 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 the 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 A-STATE procedures about 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 for Academic Affairs and Research. The recommendation of the Head of the Unit is circumscribed by consideration of matters about 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 Provost and Executive Vice Chancellor for continued discussions and reach a consensus within the university's established timelines for notification to faculty regarding future status and
5. The department chair and department or college PRT Committee recommendations, 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

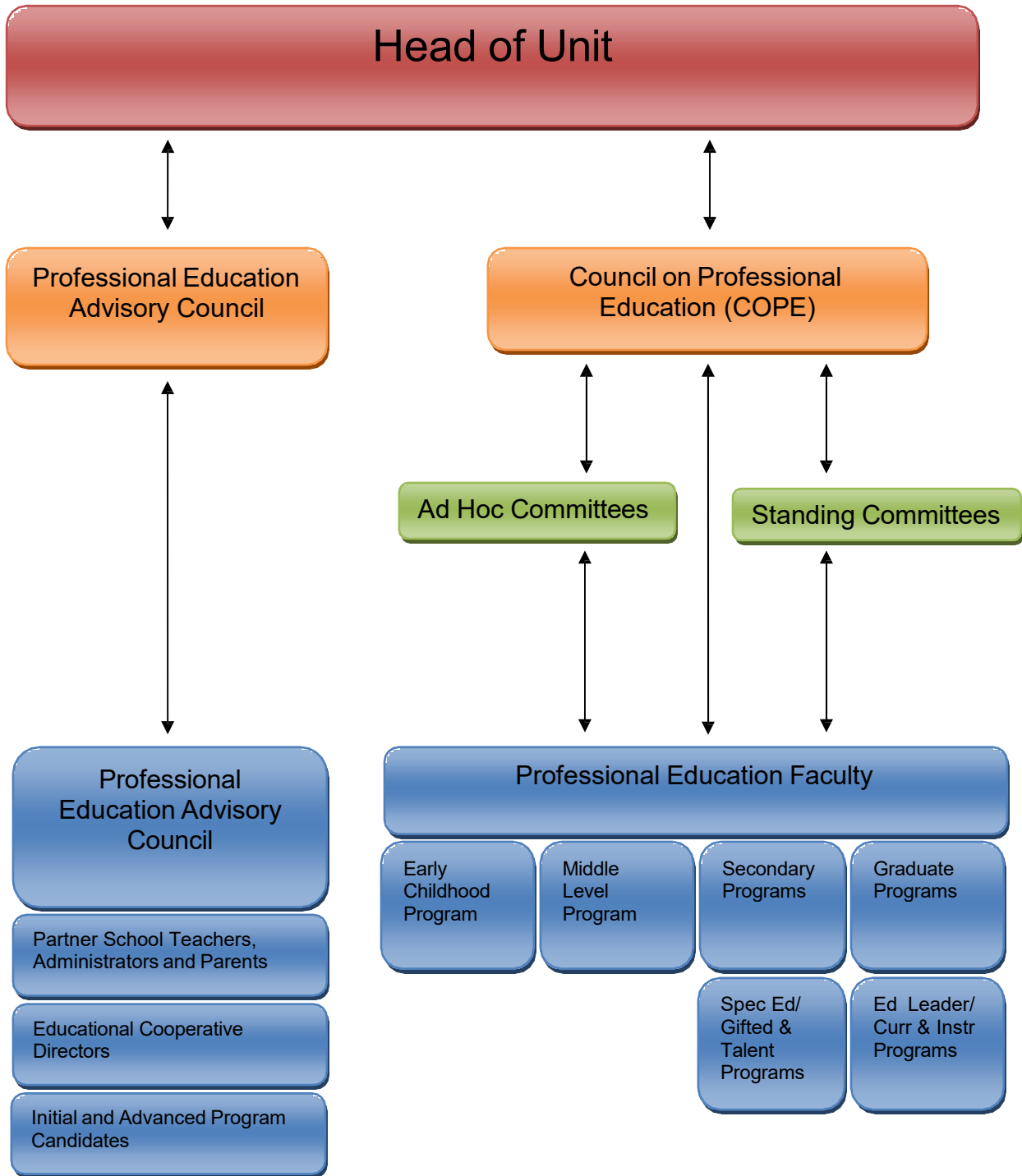
UNIT ASSESSMENT FLOW CHART



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

APPENDIX B

PROFESSIONAL EDUCATION UNIT ORGANIZATIONAL FLOW CHART



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 COPE)
- 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 and APAC)
- Departments in the College of Education and Behavioral Science elect their respective COPE representative

April 1 - April 15

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

August 15 - September 15

- Standing committees elect chairs and recorder (IPAC and APAC)
- All College representatives are elected or appointed
- 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 consists of representatives from the following constituents: Area Programs, COEBS Department Representatives, Standing Committees, and Colleges other than the College of Education and Behavioral Science, 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)

COEBS Departments

ELCSE representative (1)

HPESS representative (1)

Psychology and Counseling representative (1)

Teacher Education representative (1)

Standing Committees

Initial Programs Assessment Committee chair (1)

Advanced Programs Assessment Committee chair (1)

Ad-Hoc Committee

Initial Programs Assessment Committee chair (1)

Advanced Programs 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

CAEP Coordinator

Professional Education Programs Director