## 4.1 Professional Education Council

 The Professional Education Council (PEC) is established as an advisory council of the Professional Education Unit for review and recommendation of teacher education programs. The Unit is made up of all faculties who teach courses in professional education, provide services to education students (e.g., advising or supervising student teaching) or administer some portion of the teacher education program at Dakota State University. It reviews, advises and recommends on all programs and courses and is under the direction and supervision of the Dean of the College of Education. The Professional Education Council has as its major function an advisory role in the preparation of professional personnel for elementary and secondary schools by assuring that the mission and programs of the professional education unit are achieved in an organized, unified, representative, and coordinated fashion. Its structure is officially defined by its internal policies which are approved and endorsed by the University. The council reports through the Dean of the College of Education to the Vice President for Academic Affairs, and in matters of policies and programs adheres to the Agreement between the South Dakota Board of Regents and the Council of Higher Education, the policies of the South Dakota Board of Regents and Board of Education, and the policies of Dakota State University.

## Appointment of Members

Members will be appointed by the Council acting as a committee of the whole. Members will be chosen from among professional education faculty and P-12 faculty who serve in schools which have partnership agreement with DSU. Appointments will be made each August.

## Frequency of Meetings

The Council will meet once per semester during the academic year, with summer meetings at the discretion of the dean as needed.

## 4.1.3 Membership

The PEC shall have a composition of seventeen members which includes:

 A. Two professional education faculty members from the College of Education as follows:

* 1 faculty member from Elementary Education
* 1 faculty member from Elementary Education/Special Learning and Behavioral Problems

The Director of Field Services

C. Three professional education faculty members, one each from the Colleges of Liberal Arts, Business and Information Systems, and Natural Science

D. One public school administrator

1. Three public school teachers, one each from elementary, secondary, and special education.
2. Coordinator of the DSU K-12/Secondary Education Program
3. Coordinator of the Master’s in Computer Education & Technology Program
4. One Dakota State University education major
5. Representative from the DSU Office of Diversity Services – advisory member
6. Representative from the Library – advisory member
7. Registrar – advisory member

L. Dean, College of Education (Chair of the Council)

Appointments will be staggered so as to ensure continuity within the Council and new appointments will be made in August of each year. P-12 faculty and student members will serve one-year terms. University faculty will serve two-year terms.

## 4.1.4 Responsibilities - Governance

1. Approve goals for the Professional Education Unit.
2. Monitor long‑range plans for the Professional Education Unit.
3. Recommend policies in regard to professional education curricula and curricula delivery systems including clinical and field experiences. These policies and experiences should be consistent with expectations of appropriate approval processes and accreditation bodies.

D. Recommend policies in regard to a systematic, rigorous, professional control of curricular and program objectives.

1. Establish systematic relationships with graduates of the professional education program which include follow‑up studies and assistance to beginning professionals.
2. Establish mechanisms to ensure systematic collaboration between faculties within the Professional Education Unit, general education component, and specialty study areas to ensure complementary and integrated courses of study for professional education students.
3. Establish mechanisms to ensure positive and systematic faculty involvement, collaboration, and research with professional education administrators, faculty and students in K‑12 schools.
4. Ensure implementation of policies and procedures for admission of students, monitoring of student progress, and assessment of student competence prior to recommendation for graduation/certification.

I. Monitor a systematic and comprehensive advisory system for professional education students.

1. Monitor policies and procedures for the selection and retention of faculty within the Professional Education Unit.
2. Monitor policies and procedures for appointment and subsequent supervision of part‑time faculty and graduate students.
3. Monitor policies and procedures for the selection of cooperating teachers, field based supervisors, and field based sites.

M. Monitor policies and procedures which ensure faculty opportunities for participation in teaching, scholarship (including creative endeavors), and service.

1. Monitor a comprehensive development plan for professional education faculty, cooperating teachers, and others.
2. Monitor the process for faculty evaluation which directly assesses the achievement of the professional education curricula and programmatic objectives.
3. Ensure sufficient personnel, funding, physical facilities, library, equipment, materials, and supplies to implement effective professional education programming.

Q. Develop and maintain appropriate linkages with other units, operations, groups, and offices within the institution and with schools, organizations, companies, and agencies outside the institution.

1. Recommend and monitor policies to ensure consistency with NCATE and state accreditation standards and criteria.

S. Establish standing and *ad hoc* subcommittees to implement policies and procedures to further the mission of the unit.

T. Establish and maintain collaborative agreements with P-12 schools, to include arrangements for placing field experience students and student teachers.

## Responsibilities – Curriculum

1. Monitor curriculum design and development, course objectives, course content, and course evaluation based upon the goals and outcomes for teacher education.
2. Ensure that each course syllabus in the professional education curriculum is built upon a portion of the knowledge base that is unique to that course.
3. Ensure that each course syllabus in the professional education curricula is written in a format adopted by the PEC representing the unit.
4. Ensure that formative evaluations of each course in professional education curricula are based upon the objectives of the course.
5. Ensure that summative program evaluations include:

 1. Exit surveys of graduates just prior to graduation.

 2. Surveys of graduates and employers during first year of practice.

1. Assess formative and summative evaluation data and recommend changes in professional education goals, outcomes, curriculum, and assessment instruments or procedures as needed.
2. Establish standing and ad hoc committees for the purposes of (1) accomplishing the responsibilities of the PEC and (2) implementing an instructional quality control process mechanism.