Teacher Education Governance Bylaws

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# Teacher Education Governance Bylaws

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ARTICLE I: DEFINITIONS AND MEMBERSHIP

1. Definitions

The Teacher Education Faculty (TEF) The Teacher Education Faculty of the University of Northern Iowa exists as part of the total University Faculty, which is defined in Article I, Section 1 of the Constitution of the Faculty of the University of Northern Iowa. The primary functions of the Teacher Education Faculty are to provide educational experiences and set policy associated with teacher education programs at the University. Membership on the Teacher Education Faculty is restricted as defined in these bylaws.

Affiliates of Teacher Education University staff supporting the teacher education program, such as Professional and Scientific and Merit, will be considered Affiliates of Teacher Education and will be included in a communication network administered through the Office of Teacher Education.

Teacher Education Governing Bodies The main governing structure for Teacher Education at the University of Northern Iowa consists of an Executive Council, two Senates (one Elementary and one Secondary) (see Appendix A), and two Coordinators of Teacher Education (one Elementary and one Secondary). Standing committees with specific teacher education program responsibilities related to maintaining and exceeding compliance requirements established by Chapter 79 report to the Senates and the Executive Council. Ad hoc committees are appointed by the Coordinators and/or Executive Council as needed.

2. Membership

Members of the Teacher Education Faculty consist of voting and nonvoting members. Membership is based on the nature of the teaching assignment. The following categories constitute the Teacher Education Faculty membership:

a. **Required voting faculty membership:** All faculty who regularly teach Professional Education Sequence courses or methods courses in any College or supervise Professional Education Sequence field experiences are required voting members and are identified/confirmed each year by the Coordinators of Teacher Education and academic department heads.

b. **Voluntary voting membership:** Faculty outside of the above areas who are involved in coursework in teacher education, content-area coursework, research, academic advising, or administration, as well as term instructor, adjunct, and Professional and Scientific personnel, and others whose responsibilities regularly make a significant contribution to the program may apply to be voluntary voting faculty members of the TEF. Applications are submitted to the Coordinators of Teacher Education who will jointly review the applications and present membership recommendations to their respective Senates for approval. Each applicant shall be notified by the Coordinators of Teacher Education of his/her membership and voting status. If an application is
denied, the letter shall include information regarding the reason for denial. Applicants may then submit a letter to the Teacher Education Executive Council, requesting reconsideration.

c. **Non-voting Affiliates**: University employees can become Affiliate members by asking the Teacher Education Coordinators to add them to the TEF-All electronic listserv in order to receive communication, updates, and other important information pertaining to Teacher Education.

3. **Membership Continuation**

Teacher Education Faculty membership will be automatically continued except under the following conditions: discontinuation of affiliation with the teacher education program or the university, leave of absence, or Voluntary Member or Affiliate member request to discontinue. Members who wish to change their membership status may do so by notifying the Office of Teacher Education in writing.

4. **Rosters**

A current list of voting members of the Teacher Education Faculty will be retained in the Office of Teacher Education and be posted on the Teacher Education web site. The TEF-All listserv will be maintained by the Office of Teacher Education and will include voting and affiliate members. Additional listserves will be created as needed for communication purposes.

**ARTICLE II: OFFICERS AND DUTIES**

1. **Chairperson**

The Chairperson of the Teacher Education Faculty will be elected by a vote of the Teacher Education Faculty membership in the spring of even numbered years for a two-year term and may serve for no more than two consecutive terms. The election of the Teacher Education Faculty will be conducted by the Coordinators. The duties of the Chairperson of the Teacher Education Faculty include:

   a. Convene regular and special meetings of the Teacher Education Faculty and preside over them.

   b. Prepare the agenda for meetings in consultation with the Coordinators of Teacher Education and distribute the agenda to the Teacher Education Faculty a minimum of 10 class days prior to the meeting.

   c. Serve as a voting member of the Executive Council and an ex-officio member of each Senate.

**ARTICLE III: MEETINGS OF THE TEACHER EDUCATION FACULTY**

1. **Regular Meetings**
The Chairperson of the TEF shall schedule and preside over at least one regular meeting of the
Teacher Education Faculty during each academic year.

2. Special Meetings

Special meetings of the Teacher Education Faculty may be called by petition of 25 voting
members of the Teacher Education Faculty. The petition is submitted to the Chairperson and
must specify the reasons for calling the meeting. Such meetings shall take place within 30
calendar days of receipt of the petition.

3. Quorum

Twenty percent of the voting members of the Teacher Education Faculty shall be present to
constitute a quorum for voting. Voting may also be conducted electronically.

4. Procedures

Meetings of the Teacher Education Faculty will be conducted according to parliamentary
procedures using the latest revision of Robert's Rules of Order.

5. Teacher Education Faculty Review of Senate Action

Within fifteen days after publication of an action by either of the Senates, twenty percent of the
voting Teacher Education Faculty members may petition for a meeting to review the Senate's
action. In the event of a vote by the Teacher Education Faculty, the decision of the Teacher
Education Faculty shall prevail. If compliance with state program approval is at issue, the
Teacher Education Faculty vote may be reviewed and potentially overturned by the Executive
Council.

ARTICLE IV: GOVERNING BODIES

1. Responsibilities

The Teacher Education Senates shall be the principle representative agencies of the Teacher
Education Faculty. The Senates shall have power to act for the Teacher Education Faculty on
policy and curricular matters related to teacher education and shall oversee ongoing assessment
and improvement of the Teacher Education Program. The Senates and the Coordinators of
Teacher Education have the responsibility of making recommendations to the Executive Council
regarding resources and support for curriculum, instruction, assessment and program
management. The Executive Council shall have responsibility and final authority regarding
policies, procedures, curriculum and support in matters of compliance regarding Chapter 79 of
the Iowa Code.

2. Teacher Education Executive Council

   a. Membership: The Teacher Education Executive Council shall be comprised of ten
members: the Associate Provost (chair); the Dean of the College of Education; the Dean
of the College of Humanities, Arts and Sciences; the Dean of the College of Social and
Behavioral Sciences; the Dean of the College of Business Administration; the Coordinator of Secondary Teacher Education; the Coordinator of Elementary Teacher Education; the Chairperson of the Teacher Education Faculty; a faculty representative from the Secondary Teacher Education Senate; and a faculty representative from the Elementary Teacher Education Senate.

b. Functions: The Executive Council shall carry out the following functions as related to teacher education matters: developing greater coordination and cooperation among the various components of the university, resourcing the programs, and adjudicating in cases of disputes. More specifically, the Executive Council shall:

- Ensure that all individual teacher education programs and the Teacher Education Program as a whole is in compliance with all aspects of Chapter 79, especially in regard to Chapter 79.10: Governance and resource standard.
- Create, charge, and discharge ad hoc committees at the request of a Teacher Education Senate or Coordinator.
- Receive reports from standing committees at least once each year and more often if needed.
- Give final approval of new curricular proposals with fiscal impact.
- Advocate for and balance resources across the institution in ways that enhance the quality of individual teacher education programs and the Teacher Education Program as a whole.
- Resolve intractable differences between Teacher Education Senates in a manner that best serves the Teacher Education Program as a whole.
- Advocate for Teacher Education as a central component of the University’s mission.
- Advocate for the value of various teacher education program service activities within the tenure and promotion process.
- Facilitate cooperation and coordination among university constituencies to enhance Teacher Education.
- Enforce policies in all matters of compliance.
- Provide support for administration of the Teacher Education Program, including secretarial, administrative, and technological support for the Co-Coordinators and the two Teacher Education Senates.

c. Meetings: The Executive Council shall meet at least once each semester. The Executive Council shall also meet when called by the Associate Provost. An additional meeting may be held in April of each year, at which the Executive Council may meet with the joint membership of both Senates and the Chairpersons of the standing joint committees to receive and review annual standing committee reports and to suggest the direction for the coming year’s work.

3. Teacher Education Senates

a. Membership

- Elementary Teacher Education Senate: shall be composed of thirteen members from the relevant voting Elementary Teacher Education Faculty. The number of
Senate members in each of these areas shall be: **professional education sequence**-one; **clinical experiences**-one; **early childhood education**-one; **elementary education**-one; **middle level education**-one; **literacy**- one; **special education**- one; **art**- one; **music** – one; **physical education/health** – one; **mathematics education**—one; **teacher practitioner**-one; **undergraduate or post-BA student**-one. In addition, a representative of the Liberal Arts Core Committee shall serve as ex officio.

- **Secondary Teacher Education Senate** shall be composed of sixteen members from the relevant voting Secondary Teacher Education Faculty. The number of Senate members in each of these areas shall be: **professional education sequence**-one; **clinical experiences**-one; **social sciences**-one; **mathematics education**-one; **science education**-one; **English**-one; **modern languages and TESOL**-one; **business**-one, **speech and theatre**-one, **technology education**-one; **music**-one; **art**-one; **physical education/health**-one; **special education** – one; **teacher practitioner**-one; **undergraduate or post-BA licensure student**-one.

- **Senate Member Selection**: Senate members will be selected by their constituency through internally established procedures in cases where the constituency is wholly self-contained within a particular program area. Because the professional sequence is provided by faculty across multiple departments, these representatives will be selected through an election process conducted by the Office of Teacher Education. Only faculty members who regularly teach courses in the professional sequence may serve as representatives of the professional sequence, and only these same faculty members may vote in the election of their representatives to the Senates.

- **Ex Officio members of both Senates** The respective Coordinator of Teacher Education shall serve as the Chair of each Senate. The other Coordinator shall serve as an ex officio member of the Senate. The Chair of the Teacher Education Faculty shall be an ex-officio member of both Senates.

**b. Terms of Office**

- **Terms** Terms for the Elementary and Secondary Senate members shall be for three years, with terms of one-third of the membership to expire each year.

- **Limitation on Terms** An Elementary or Secondary Senate member shall serve no more than two consecutive full terms, unless there are no other eligible TEF members in his or her constituency to serve.

- **Alternates** Elementary and Secondary Senate members shall appoint an alternate from their constituencies and shall notify the Coordinators of the names of such alternates. Alternates normally serve during the term of the Senate member and exercise the full duties and responsibilities of a member during those meetings at which they substitute for a member.
• **Vacancies** In case the absence or the incapacity of a Senate member should extend beyond a complete semester, or if, in the Senate’s judgment, it is likely that it will so extend, the Senate shall declare the office vacant. If a sitting Senate member is elected Chairperson of the Teacher Education Faculty, he/she becomes a nonvoting member of the Senate, and the Senate seat shall be declared vacant. All vacated positions will be filled using the procedures established in 3.a.iii above.

c. **Function:** The two Teacher Education Senates shall carry out the following functions as related to teacher education matters: policy formation; curriculum consultation; and oversight, monitoring and enhancement of the Teacher Education Program, including the creation and discharge of internal ad-hoc committees as needed.

• **The Policy Formation Function** The Teacher Education Senates act for the Teacher Education Faculty in the reception of policy proposals initiated by its members, by committees of the Teacher Education Senates, by the Teacher Education Faculty, by officers of administration, by the student government, or by the non-academic staff. The Teacher Education Senates deliberate and decide upon these matters by majority vote.

• **The Curriculum Function** The Senates act for the Teacher Education Faculty in an oversight role for curriculum changes in the Teacher Education Program. The Senates may initiate curriculum proposals, urge specific departments or programs to initiate curricular changes, or function in a consultative manner with vital parties such as departments, state education entities and academic department heads and deans. As per the University curriculum process, proposals from individual teacher education programs and the professional licensure sequence must be approved by the Senates.

• **The Monitoring and Enhancement of Teacher Education Function** The Teacher Education Senates shall act to continually monitor the progress of the Teacher Education Program in meeting and exceeding accreditation standards of the State of Iowa and national agencies of which it is an accredited member.

d. **Meetings:** The Elementary Senate shall meet on the first Thursday of each month and the Secondary Senate shall meet on the third Thursday of each month unless a conflict impacting overall attendance is determined in which case an alternative date will be selected.

• **Call for Regular Meetings** The time and place of regular meetings shall normally be determined by the Coordinators of Teacher Education.

• **Call for Special Meetings** Special meetings of either Senate may be called by either of the Coordinators.

Upon petition of three current voting members of the Senates or upon petition of twenty percent of the current members of the Teacher Education Faculty, directed to the Coordinator(s), the Coordinator(s) shall call a special meeting of the
relevant Senate. The petition, in either case, shall contain a statement of the subject to be considered and the action deemed desirable by the petitioners. Petitioned meetings shall be called by the Coordinator as soon as possible and practicable but normally no later than five class days after receipt of the petition by the Coordinator. A petition, which in the judgment of the Coordinator does not meet the above stipulations concerning: (1) number of proper signatures, (2) statement of the subject to be considered, or (3) the action requested, shall be returned to the petitioner by the chairperson with a specification of the correct procedure for resubmission.

Upon request by the Teacher Education Executive Council to the Coordinator(s), the Coordinator(s) of the Senate(s) shall call a special meeting. Such requests shall contain a statement of the subject to be considered and an indication of the action deemed desirable.

e. Coordinators of Teacher Education

A Coordinator of Elementary Teacher Education and a Coordinator of Secondary Teacher Education shall be selected by the Executive Council. Each Coordinator will act as Chair of the respective Senate.

Each Senate Chair shall perform the following duties:

- Call regular and special meetings of the Senate.
- Preside at meetings of the Senate.
- Prepare the official agenda of Senate meetings in consultation with the Chair of the Teacher Education Faculty and members of the Senates.
- Prepare and arrange for the distribution of the agendas for regular and special meetings of the Senates so that they are received one calendar week in advance of the meetings (as possible and practicable).
- Distribute a draft of the meeting minutes to each Senate within one calendar week prior to the next meeting and the approved Senate minutes one week following Senate approval to the Teacher Education Faculty, Affiliates of Teacher Education, and the Executive Council.
- Make decisions on parliamentary and procedural questions in fulfillment of the provisions of these bylaws, subject to approval of a majority of the Senate.
- Perform administrative tasks with regard to the Teacher Education Program.
- Communicate with college and university administrators through the Executive Council.
• Transmit actions of the Senate to appropriate University governing bodies, the Iowa Department of Education, and the Board of Educational Examiners.

• Represent to the press and to the public the established policies and positions of the Senates as appropriate.

f. Duties of the Secretary. The secretary shall be a staff member in the Office of Teacher Education. The secretary shall perform the following duties:

• Assist the Coordinators as Chairs of the Senates in the preparation and distribution of notices of meetings of the Senates and in the preparation and distribution of the agenda of the Senates.

• Upon request, make documents supporting petitions to the Senate available to Teacher Education Faculty members.

• Record and forward a draft of the minutes of the Senate meetings to the Chairperson within one calendar week of the meeting (as possible and practicable).

• Distribute approved minutes to the Teacher Education Faculty upon Senate approval.

• Keep the minutes and other official documents of the Senate in a safe and accessible place.

• Post Senate agendas and approved minutes on the Teacher Education website. Post Executive Council agendas on the Teacher Education website.

• Maintain the Teacher Education website, membership rosters and listservs.

• Assist with Teacher Education membership and elections.

g. Procedures of the Senates: Except as provided by these bylaws, Robert’s Rules of Order (latest revision) shall be the parliamentary guide for the conduct of Senate business.

• Quorum: The presence of one more than half the total voting members of the Senate or their alternates shall constitute a quorum for voting purposes.

• Teacher Education Faculty Review of Senate Action: Action taken by the Senates shall become effective fifteen calendar days after publication of the action in the approved minutes of the Senates through the Teacher Education listserv and website, except when the calendar days occur during a university recess. Within that period, any action of the Senates, upon petition of twenty percent of the Teacher Education Faculty members, shall be referred to the faculty for a meeting to review the Senate’s action. In the event of a vote, the decision of the Teacher
Education Faculty shall prevail unless overruled by vote of the Executive Council when there are accreditation issues.

- **Order of Business:** The order of business in Senate meetings shall be determined by the Coordinators.

- **How Matters May Come to the Senates:** A matter may come to the Senates for consideration from a member of the Senate, a Coordinator, a member of the Teacher Education Faculty or the University Faculty, a University administrator, or student or non-academic staff member, or at the direction of the Executive Council, according to the procedural provisions set forth below. Ordinarily, any reasonable request to be added to the agenda shall be honored.

- **Resolutions to the Senate:** Except for business introduced under the provisions of the agreed upon agenda format, the individual or group desiring Senate action on an issue/motion shall put the action/motion in the form of a signed resolution and file the document with the appropriate Coordinator. The Coordinator will furnish each Senate member with a copy of the resolution, together with all support documents and will distribute these with the meeting agenda. The resolution should establish the importance of the problem and shall clearly indicate the kind of action requested.

- **Open Meetings:** Students, representatives of the student press, members of the University of Northern Iowa community or general public, including the press are welcome to attend meetings of the Senates, except for executive sessions. Space considerations may limit the application of this provision.

  The business of the Senate is normally conducted in open and public session. An executive session will be authorized only when compelling reasons lead the Senate to believe that the matters to be discussed, if publicly disclosed, would do serious and perhaps irreparable harm to individuals or to the University.

- **Executive Sessions:** An executive session of the Senate is a meeting or a portion of a meeting in which the proceedings are kept secret. Only Senate members, their duly selected alternates, or others whom the Senate may by majority vote invite, shall be permitted to remain in the meeting room. The Chair shall declare the Senate to be in executive session when the Senate, by a two-thirds vote, authorizes such a session.

  During an executive session, the only motion in order is a motion to rise from executive session. When made and voted upon, if the motion carries, the Senate finds itself sitting in ordinary session.

- **Voting** Action by the Senate shall be determined by voice vote, division, written ballot, or roll call. An electronic vote by Senate membership may also take place.

  In case of doubt as to the outcome of a vote by the Coordinator or upon call by a Senate member, the Senate shall divide. A written ballot may be ordered by majority vote of the Senate. Upon request of a member of the Senate, the Teacher
Education secretary shall call the roll of the membership in alphabetical order and record the Aye and No vote from each member.

**h. Senate Committees:** All standing and ad-hoc Teacher Education Faculty committees shall report and be accountable to the Senates and will provide an annual report to the Executive Council in the Spring of each year.

- **Standing Joint Committees of the Senates:** The Coordinators shall have the power to create, charge, and discharge standing committees, in consultation with the respective Senates and the Executive Council. The Senates will invite volunteers and make nominations to the Coordinators who will make recommendations to the Associate Provost as Chair of the Executive Council who will formally appoint committee members prior to the October Senate meetings.

  The Coordinators may schedule regular or special reports from Senate committees. The Senate(s) and the Executive Council will receive and approve reports in part or as a whole or may return them to the committee for revision or for additional information or recommendations.

  Senate Standing Committees, in general, assess both individual programs and the Teacher Education Program as a whole with regard to Chapter 79 and other quality indicators, and report regularly to the Senates and annually to the Executive Council.

- **Teacher Education Diversity Committee:** Chaired by one of the two Coordinators and composed of one representative from each of the Elementary and Secondary Senates as chosen by each Senate and approved by the Associate Provost. Functions include:
  
  - Monitor individual Teacher Education programs and the Teacher Education Program as a whole for compliance with all aspects of Chap. 79.11: Diversity Standard.
  - Develop mechanisms for the systematic assessment of essential aspects of diversity within the teacher education program.
  - Develop best practice recommendations for the systematic enhancement of essential aspects of diversity within the Teacher Education programs.
  - Advocate for the resources necessary to ensure that all essential aspects of diversity are enhanced through the teacher education program.

- **Teacher Education Faculty Committee:** Chaired by one of the program Coordinators and composed of one representative from each of the Elementary and Secondary Senates as chosen by each Senate and approved by the Associate Provost. Functions include:
  
  - Monitor individual Teacher Education programs and the Teacher Education Program as a whole for compliance with all aspects of Chapter 79.12: Faculty standard.
  - Monitor team teaching requirements as per Chap. 79.12(6).
o Review requests for voting membership in the Teacher Education Faculty and make recommendations to the Coordinators.

o Assist Coordinators with the planning and implementation of professional development for Teacher Education Faculty.

• **Teacher Education Program Assessment Committee**: Chaired by the Coordinator of Assessment and composed of the Coordinators of Teacher Education, and one representative from each of the Elementary and Secondary Senates as chosen by each Senate and approved by the Associate Provost. Functions include:

  o Monitor individual Teacher Education programs and the Teacher Education Program as a whole for compliance with all aspects of Chap 79.13: Assessment system and unit evaluation standard.
  o Make recommendations for changes to admission criteria to individual programs and the Teacher Education Program as a whole.
  o Work with the Director of Assessment to identify the data relevant to program decision making, and ensure data is shared regularly with individual programs and the teacher education faculty at large.
  o Lead efforts to enhance systematic assessment of program quality and continuous improvement.

• **Teacher Education Clinical Preparation Committee**: Co-Chaired by the Coordinator of Student Teaching and the Coordinator of Student Field Experiences and composed of both the Elementary and Secondary Teacher Education Coordinators, the two Senate clinical representatives and one additional representative chosen by each Senate and approved by the Associate Provost. Functions include:

  o Monitor individual Teacher Education programs and the Teacher Education program as a whole for compliance with all aspects of Chap 79.14: Teacher preparation clinical practice standard.
  o Develop mechanisms for the systematic assessment of all clinical experiences.
  o Ensure equity of quality and quantity of clinical practices across all programs.
  o Ensure quality supervision of clinical practices across all programs.
  o Develop recommendations for the systematic enhancement of teacher education clinical practices that reflect best practices.
  o Advocate for the resources necessary to ensure that all teacher education clinical practices are commensurate with the University’s goal of exemplary teacher education.

• **Teacher Education Curriculum Committee** Co-chaired by the Coordinators, and composed of the two Senate professional sequence representatives and one
additional representative chosen by each Senate and approved by the Associate Provost. Functions include:

- Monitor individual teacher education programs and the Teacher Education Program as a whole for compliance with all aspects of Chap 79.15: Teacher preparation candidate knowledge, skills, and dispositions standard
- Regularly review licensure core related courses to ensure that all programs provide high quality coursework related to Chap. 79.15(3)-79.15(7).
- Review all teacher education related curriculum proposals and make recommendations for approval or rejection to the Teacher Education Senates, and all other curricular approval bodies.
- Examine best practices in the area of teacher education curriculum and develop recommendations for systematic curricular improvements.

Teacher Candidate Professional Review Committee [TCPRC]: Each Senate shall name members to their own TCPRC, which will stand ready to hear appeals and grievances by students, and act upon recommendations for dismissal from the Teacher Education Program made by their respective Coordinators. Both coordinators shall serve on each committee. Functions include:

- Hear appeals concerning teacher candidate admittance and continuance in the teacher education program.
- Receive and act upon Notification of Concerns from the Office of Teacher Education and follow the designated procedures.
- Review student background check and self-reported criminal incidence information and make recommendations with regard to field experience and student teaching placements or continuation in the Teacher Education Program.

Committee Reports: Committee reports shall be submitted by and to the Coordinators and brought to the attention of the Senates as reports. Those reports that the Senates wish to discuss or which appear to require Senate action will be placed on the agenda. End-of-the-year committee reports should be submitted by the Coordinators to the Teacher Education Executive Council for their review.

Article V: Advisory Boards

The Teacher Education Program Improvement Board is an advisory board convened by the two Coordinators and comprised of: twelve practitioners from schools, including four teachers from each of the following areas: 1) PreK-12 special areas (art, music, physical education/health or special education), 2) PreK - Elementary, 3) Secondary, three administrators (one PreK-Elementary, one middle school, one high school) and four Teacher Education Faculty members, two appointed by each Senate.

The Teacher Education Program Improvement Board provides informal assessment and feedback to the Teacher Education Program in general as well as individual programs or portions of the professional sequence. Board members may request program information and data, make
suggestions for program changes and curricula and other changes such that the Program graduates the highest quality teachers.

**Undergraduate Teacher Education Student Advisory Board (UTESAB)** is an advisory board convened by the two Coordinators at least once each semester and more frequently as needed. Members are appointed by the Coordinators with the recommendation of the Senates and individual programs. This Board is comprised of five undergraduate students from the PreK, Elementary and Middle Level programs, five undergraduate students from Secondary programs, and three undergraduate students from PreK-12 Special Areas (art, music, Physical Education/Health, or special education).

**ARTICLE VI. AMENDING AND ADOPTING BYLAWS**

1. **AMENDMENT**  Amendment of these bylaws must be approved by a two-thirds vote of a quorum of each of the two Senates provided that a notice containing the text of the proposed amendment is sent to the Teacher Education Faculty membership at least ten class days in advance of the Senate meeting at which the amendment is considered.

2. **ADOPTION**  These bylaws shall become effective immediately upon their adoption by a two-thirds vote of a quorum of the Teacher Education Faculty.
Teacher Education Governance Diagram – Fall 2012