

## Educator Preparation Governance Bylaws

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# Educator Preparation Governance Bylaws

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# **Educator Preparation Governance Bylaws**

## **ARTICLE I: DEFINITIONS AND MEMBERSHIP**

### **1. Definitions**

***The Educator Preparation Faculty (EPF)*** The Educator Preparation 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 Educator Preparation Faculty are to provide educational experiences, set policy associated with Educator Preparation programs at the University, and support educator candidates. Membership on the Educator Preparation Faculty is restricted as defined in these bylaws.

***Educator Preparation Governing Bodies*** The main governing structure for Educator Preparation at the University of Northern Iowa consists of a Provost and Executive Vice President for Academic Affairs, an Associate Vice-President of Educator Preparation, Executive Council, two Senates (one Elementary and one Secondary), one Graduate Council, and two Coordinators of Teacher Preparation (one Elementary and one Secondary). Standing committees with specific Educator Preparation program responsibilities related to maintaining and exceeding compliance requirements established by Chapter 79 report to the Graduate Council, Senates and the Executive Council. Ad hoc committees are appointed by the Associate Vice President of Educator Preparation and/or Executive Council as needed.

### **2. Membership**

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

- a. Required voting faculty membership:*** All faculty who regularly teach candidates strategies and methods for teaching, who regularly teach coursework for concepts contained in the professional core and who regularly supervise field experiences are required to be voting members and are identified/confirmed each year by the Associate Vice President of Educator Preparation and academic department heads.
- b. Voluntary voting membership:*** Faculty outside of the above areas who are involved in coursework in Educator Preparation, content-area coursework, research, academic advising, or administration, and others whose responsibilities regularly make a significant contribution to the program may apply to be voluntary voting faculty members of the EPF. Applications are submitted to the Associate Vice President of Educator Preparation who will review the applications. Each applicant shall be notified by the Associate Vice President of Educator Preparation 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 Educator Preparation Executive Council, requesting reconsideration.

- c. ***Non-voting Membership:*** University employees can become Non-voting members by asking the Associate Vice President Educator Preparation to add them to the EPF listserv. The listserv is used in order to receive communication, updates, and other important information pertaining to Educator Preparation.

### **3. Membership Continuation**

Educator Preparation Faculty membership will be automatically continued except under the following conditions: discontinuation of affiliation with Educator Preparation or the university, leave of absence, or Voluntary Member or Non-voting member request to discontinue. Members who wish to change their membership status may do so by notifying the Associate Vice President of Educator Preparation in writing.

### **4. Rosters**

A current list of voting members of the Educator Preparation Faculty will be retained in the Office of Educator Preparation and be posted on the Educator Preparation website. The EPF-All listserv will be maintained by the Office of Educator Preparation and will include voting and non-voting members. Additional listservs will be created as needed for communication purposes.

## **ARTICLE II: OFFICERS AND DUTIES**

### **1. Chairperson**

The Chairperson of the Educator Preparation Faculty will be elected by a vote of the Educator Preparation 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 Educator Preparation Faculty will be conducted by the Associate Vice President of Educator Preparation.

The duties of the Chairperson of the Educator Preparation Faculty include:

- a. Convene regular and special meetings of the Educator Preparation Faculty and preside over them.
- b. Prepare the agenda for meetings in consultation with the Associate Vice President of Educator Preparation, Coordinators of Educator Preparation and distribute the agenda to the Educator Preparation 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 Graduate Council and each Senate.

## **ARTICLE III: MEETINGS OF THE EDUCATOR PREPARATION FACULTY**

### **1. Regular Meetings**

The Chairperson of the EPF shall schedule and preside over at least one regular meeting of the Educator Preparation Faculty during each academic year.

### **2. Special Meetings**

Special meetings of the Educator Preparation Faculty may be called by petition of 25 voting members of the Educator Preparation 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 Educator Preparation Faculty shall be present to constitute a quorum for voting. Voting may also be conducted electronically.

### **4. Procedures**

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

### **5. Educator Preparation Faculty Review of Senate and/or Graduate Council Action**

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

## **ARTICLE IV: GOVERNING BODIES**

### **Responsibilities**

The Educator Preparation Senates and Graduate Council shall be the principle representative agencies of the Educator Preparation Faculty. The Senates and Graduate Council shall have power to act for the Educator Preparation Faculty on policy and curricular matters related to Educator Preparation and shall oversee ongoing assessment and improvement of the Educator Preparation Program. The Senates, Graduate Council and the Coordinators of Teacher Preparation 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.

## **1. Executive Vice President and Provost of Academic Affairs**

The Head of Unit for the UNI Educator Preparation Program is Executive Vice President and Provost of Academic Affairs. The Office of Executive Vice President and Provost manages all academic resources at the university, including those that support specific educator preparation programs. The Provost distributes resources to the Associate Vice President of Educator Preparation, each college Dean, Office of Teacher Preparation, and Coordinators of Teacher Preparation, who then decide how the resources will be allocated for their own parts of the Educator Preparation Program. All tenure and promotion decisions are similarly determined within the confines of specific departments and colleges. In the end, it is the Provost who makes the final decisions related to the entire campus-wide Educator Preparation Program

## **2. Associate Vice-President of Educator Preparation**

The Associate Vice President will have as a primary expectation for the coordination of Educator Preparation across the UNI campus and the local, state, and national elevation of Educator Preparation. The Associate Vice President for Educator Preparation will report to the Provost and Executive Vice President for Academic Affairs.

Associate Vice President for Educator Preparation Duties: In close collaboration with the Provost's Office, the Dean of the College of Education, the Deans of the other academic colleges, the Dean of Continuing Education, the Dean of the Library, the Elementary and Secondary Teacher Preparation Programs Coordinators, and the Chair of Educator Preparation Faculty, the Associate Vice President for Educator Preparation will provide visionary, collaborative and inclusive leadership for Educator Preparation at the University of Northern Iowa.

The Associate Vice President will be responsible for educator preparation in its broadest sense to include graduate programs that meet licensure in specific areas (such as our graduate program in School Library Studies), and is not limited to preparation for initial teaching licensure. Tasks to be included in this role include, but are not limited to the following: Coordinate with the Elementary and Secondary Education Coordinators and Faculty Senates the curriculum, assessment, and continuous improvement of Educator Preparation, partner with the Provost and the Elementary and Secondary Teacher Preparation Coordinators to advance and assist in leading the activities of the Educator Preparation Executive Council and the Senates, assist in providing oversight of the Professional Sequence Liaison with Regent's Institutions, the Iowa Department of Education and the Iowa Board of Educational Examiners regarding educator preparation, lead active involvement with professional organizations and task forces for networking at state, national, and international levels, represent Educator Preparation at UNI's Deans' Council and Academic Affairs Council, collaborate with the Director of Assessment and various programs to facilitate continuous program improvement, collaborate with faculty in various teacher education programs to ensure full compliance with Chapter 79 of the Iowa Administrative Law Code, including: Organize and facilitate the work of specific groups of faculty to review various

teacher education programs for compliance, and make recommendations for program changes and Facilitate the change processes (curricular, managerial or administrative) that are needed to bring specific educator preparation programs into compliance.

### **3. Educator Preparation Executive Council**

**a. Membership:** The Educator Preparation Executive Council shall be comprised of ten members: the Associate Vice President of Educator Preparation (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; Director of Assessment; the Coordinator of Secondary Educator Preparation; the Coordinator of Elementary Educator Preparation; the Chairperson of the Educator Preparation Faculty; a faculty representative from the Graduate Council, a faculty representative from the Secondary Educator Preparation Senate; and a faculty representative from the Elementary Educator Preparation Senate.

**b. Functions:** The Executive Council shall carry out the following functions as related to Educator Preparation 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 Educator Preparation programs and the Educator Preparation 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 the Associate Vice President, a Teacher Preparation Senate, Graduate Council, Director of Assessment, or Coordinator.
- Receive reports from standing committees 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 Educator Preparation programs and the Educator Preparation Program as a whole.
- Resolve intractable differences between Elementary Teacher Preparation Senate, Secondary Teacher Preparation Senate and/or Graduate Council in a manner that best serves Educator Preparation as a whole.
- Advocate for Educator Preparation as a central component of the University's mission.
- Advocate for the value of various Educator Preparation program service activities within the tenure and promotion process.
- Facilitate cooperation and coordination among university constituencies to enhance Educator Preparation.
- Enforce policies in all matters of compliance.
- Provide support for administration of Educator Preparation, including secretarial, administrative, and technological support for the Director, Coordinators, Graduate Council and the two Teacher Preparation Senates.



**c. Meetings:** The Executive Council shall meet at least once a month during the academic year. The Executive Council shall also meet when called by the Associate Vice President.

#### **4. Director of Assessment for Educator Preparation**

The Director of Assessment for Educator Preparation has executive responsibility for the assessment system as a whole. The Director oversees the specifics of data collection (what, where, when, and by whom), analyzes it, and disseminates it. The Director also leads ongoing development and review of the system, as well as carrying out studies and providing technical consultation. In addition, he or she helps the Unit and constituent programs reflect on the data and create an action plan for improvement. In carrying out this work the Director works under the direction of the Educator Preparation Senates, Graduate Council, and the Associate Vice President for Educator Preparation, and works closely with the two Teacher Education Coordinators, their constituent programs and graduate programs. He or she is assisted by the Educator Preparation Assessment Committee (EPAC), a Standing Joint Committee of the Senates and Council

#### **5. Teacher Preparation Senates**

##### ***a. Membership***

- **Elementary Teacher Preparation Senate:** shall be composed of thirteen members from the relevant voting Elementary Educator Preparation Faculty. The number of Senate members in each of these areas shall be: **professional sequence-one; clinical experiences-one; early childhood -one; elementary -one; middle level -one; literacy- one; special education- one; art- one; music – one; physical education/health–one; mathematics—one; elementary practitioner-one; undergraduate or post-BA student-one.**
- **Secondary Teacher Preparation Senate** shall be composed of sixteen members from the relevant voting Secondary Educator Preparation Faculty. The number of Senate members in each of these areas shall be: **professional sequence-one; clinical experiences-one; social sciences-one; mathematics -one; science-one; English-one; modern languages and TESOL-one; business-one, speech and theatre-one, technology and engineering-one; music-one; art-one; physical education/health-one; special education – one; secondary practitioner-one; undergraduate or post-BA licensure student-one.**
- **Senate Member Selection:** Senate members will be selected by their constituencies 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 Preparation. 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 Preparation 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 Educator Preparation Faculty, Director of Assessment, Associate Vice President of Educator Preparation 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 EPF 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 Educator Preparation 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 5.a. above.

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

- **The Policy Formation Function-**The Teacher Preparation Senates act for the Educator Preparation Faculty in the reception of policy proposals initiated by its members, by committees of the Teacher Preparation Senates, by the Educator Preparation Faculty, by officers of administration, by the student government, or by the non-academic staff. The Teacher Preparation Senates deliberate and decide upon these matters by majority vote.
- **The Curriculum Function -**The Senates act for the Educator Preparation Faculty in an oversight role for curriculum changes in the Teacher Preparation 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 Preparation entities and academic department heads and deans. As per the University curriculum process, proposals from individual Teacher Preparation programs and the professional licensure sequence must be approved by the Senates.

- **The Monitoring and Enhancement of Educator Preparation Function-** The Teacher Preparation Senates shall act to continually monitor the progress of the Educator Preparation 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 Preparation.
- **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 Educator Preparation 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 Educator Preparation 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 Preparation***

A Coordinator of Elementary Teacher Preparation and a Coordinator of Secondary Teacher Preparation 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 Educator Preparation 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 prior to the next meeting and the approved Senate minutes shall be posted on the Educator Preparation website one week following Senate approval.
- 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 Educator Preparation 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.

***f. Duties of the Secretary.*** The secretary shall be a staff member in the Office of Educator Preparation. 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 Educator Preparation 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).
- Keep the minutes and other official documents of the Senate in a safe and accessible place.

- Post Senate agendas and approved minutes on the Educator Preparation website.
- Post Executive Council agendas on the Educator Preparation web site.
- Maintain the Educator Preparation website, membership rosters and listservs.
- Assist with Educator Preparation membership and elections.
- Assist with duties within Educator Preparation.
- Run SING Background checks. Report further research findings to Office of Teacher Preparation. Log certificate in UNITED system for those with clear background check.

**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.
- **Educator Preparation 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 on the Educator Preparation 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 Educator Preparation 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 Educator Preparation 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 Educator Preparation Faculty or the University Faculty, a University administrator, or student or non-academic staff member, or at the direction of the Executive Council. 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 Coordinators 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 private. 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 Preparation 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 Preparation Faculty committees shall report and be held accountable to the Senates and Executive Council each Spring.

- ***Teacher Preparation Clinical Preparation Committee:*** Co-Chaired by the both the Elementary and Secondary Teacher Preparation Coordinators and composed of the Head of the Department of Teaching, one representative from each the Elementary Faculty and the Secondary Faculty and approved by Associate Vice President of Educator Preparation.

Functions include:

- Monitor individual Educator Preparation programs and the Educator Preparation program as a whole for compliance with all aspects of Chap 79.14: Educator preparation clinical practice standard.
  - Develop mechanisms for the systematic assessment of all clinical experiences.
  - Ensure equity of quality and quantity of clinical practices across all programs.
  - Ensure quality supervision of clinical practices across all programs.
  - Develop recommendations for the systematic enhancement of Educator Preparation clinical practices that reflect best practices.
  - Advocate for the resources necessary to ensure that all Educator Preparation clinical practices are commensurate with the University's goal of exemplary Educator Preparation.
- ***Teacher Preparation Curriculum Committee*** Co-chaired by the Coordinators, and composed of the two representatives from each the Elementary Faculty and the Secondary Faculty and approved by the Associate Vice President of Educator Preparation.

Functions include:

- Monitor individual Educator Preparation programs and the Educator Preparation Program as a whole for compliance with all aspects of Chap 79.15: Educator 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 Preparation related curriculum proposals and make recommendations for approval or rejection to the Teacher Preparation Senates, and all other curricular approval bodies.
  - Examine best practices in the area of Teacher Preparation 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 Preparation Program made by their respective Coordinators. Both coordinators shall serve on each committee.

Functions include:

- Hear appeals concerning Educator candidate admittance and continuance in the Teacher Preparation program.
- Receive and act upon Notification of Concerns from the Office of Teacher Preparation and follow the designated procedures.

- Review student background check and self-reported criminal incidents information and make recommendations with regard to field experience and student teaching placements or continuation in the Teacher Preparation Program.

## 6. Educator Preparation Graduate Council

### *a. Membership*

- Membership shall be composed of five members from the relevant voting Graduate Program Faculty. The number of Council members in each of these areas shall be: **School Counseling-one; School Psychology-one; Speech Pathology-one; Library Science-one; Educational Leadership - one.**
- **Council Member Selection:** Council 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.
- **Ex Officio members of the Council:** The Associate Vice President of Educator Preparation will shall serve as the Chair of the Council. The Chair of the Educator Preparation Faculty and Director of Assessment shall be an ex-officio member.

### *b. Terms of Office*

- **Terms:** Terms for the members of the Council shall be for three years, with terms of one-third of the membership to expire each year.
- **Limitation on Terms:** A Council member shall serve no more than two consecutive full terms, unless there are no other eligible Educator Preparation Faculty members in his or her constituency to serve.
- **Alternates:** Council members shall appoint an alternate from their constituencies and shall notify the Associate Vice President 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 Council member should extend beyond a complete semester, or if, in the Council's judgment, it is likely that it will so extend, the Council shall declare the office vacant. If a sitting Council member is elected Chairperson of the Educator Preparation Faculty, he/she becomes a nonvoting member of the Council, and the Council seat shall be declared vacant. All vacated positions will be filled using the procedures established in 6.a. above.

**c. Function:** The Council shall carry out the following functions as related to Graduate Educator Preparation matters: policy formation; curriculum consultation; and oversight, monitoring and enhancement of the Graduate Educator Preparation Program, including the creation and discharge of internal ad-hoc committees as needed.



- **The Policy Formation Function:** The Graduate Educator Preparation Council act for the Educator Preparation Faculty in the reception of policy proposals initiated by its members, by committees of the, by the Educator Preparation Faculty, by officers of administration, by the student government, or by the non-academic staff. The Graduate Educator Preparation Council deliberate and decide upon these matters by majority vote.
- **The Monitoring and Enhancement of Educator Preparation Function:** The Graduate Educator Preparation Council shall act to continually monitor the progress of the Educator Preparation 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 Educator Preparation Council shall meet once per semester.

- **Call for Regular Meetings:** The time and place of regular meetings shall normally be determined by the Associate Vice President of Educator Preparation
- **Call for Special Meetings:** Special meetings can be called by the Associate Vice President of Educator Preparation. Upon request by the Educator Preparation Executive Council to the Associate Vice President 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. Upon petition of three current voting members of the Council or upon petition of twenty percent of the current members of the Educator Preparation Faculty. 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 Associate Vice President as soon as possible and practicable but normally no later than five class days after receipt of the petition by the Associate Vice President. A petition, which in the judgment of the Associate Vice President 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.

## **7. Standing Joint Committees of the Senates and Council**

The Associate Vice President of Educator Preparation shall have the power to create, charge, and discharge standing committees, in consultation with the respective Senates, Graduate Council, the Executive Council and Provost.

The Associate Vice President may schedule regular or special reports from committees. The Senate(s), Council, 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.

**Standing Joint Committees**, in general, assess both individual programs and the Educator Preparation Program as a whole with regard to Chapter 79 and other quality indicators, and report regularly to the Senates, Graduate Council, and annually to the Executive Council.

- ***Educator Preparation Diversity Committee***: Chaired by one of the Coordinators and composed of one representative from each of the Elementary, Secondary, Graduate Faculty, and approved by the Associate Vice President.

Functions include:

- Monitor individual Educator Preparation programs and the Educator Preparation 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 Educator Preparation program.
  - Develop best practice recommendations for the systematic enhancement of essential aspects of diversity within the Educator Preparation programs.
  - Advocate for the resources necessary to ensure that all essential aspects of diversity are enhanced through the Educator Preparation program.
- ***Educator Preparation Faculty Committee***: Chaired by one of the Coordinators and composed of one representative from each of the Elementary, Secondary, Graduate Faculty and approved by the Associate Vice President.

Functions include:

- Monitor individual Educator Preparation programs and the Educator Preparation 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).
  - Review requests for voting membership in the Educator Preparation Faculty and make recommendations to the Coordinators.
  - Assist Coordinators with the planning and implementation of professional development for Educator Preparation Faculty.
- ***Educator Preparation Program Assessment Committee***: Chaired by the Director of Assessment and composed of the Coordinators of Teacher Preparation, and one representative from each of the Elementary, Secondary, Graduate Faculty, and approved by the Associate Vice President.

Functions include:

- Monitor individual Educator Preparation programs and the Educator Preparation Program as a whole for compliance with all aspects of Chap 79.13: Assessment system and unit evaluation standard.
- Make recommendations for changes to admission criteria to individual programs and the Educator Preparation Program as a whole.
- 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 Educator Preparation faculty at large.
- Lead efforts to enhance systematic assessment of program quality and continuous improvement.

## **Article V: Advisory Boards**

### **The Educator Preparation Program Improvement Boards**

**Graduate Program Improvement Boards** are advisory boards convened by each program and comprised of practitioners from their area.

**The Teacher Preparation Program Improvement Board** is an advisory board convened by the two Coordinators and comprised of: twelve practitioners from schools, including four Educators from each of the following areas: 1) PreK-12 special areas (Art, Music, Physical Preparation/Health or Special Preparation), 2) PreK - Elementary, 3) Secondary, three administrators (one PreK-Elementary, one middle school, one high school) and four Educator Preparation Faculty members, two appointed by each Senate. The Teacher Preparation Program Improvement Board provides informal assessment and feedback to the Teacher Preparation 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 Educators.

**Undergraduate Teacher Preparation Student Advisory Board (UTPSAB)** 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 Preparation/Health, or Special Preparation).

## **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 and a majority of the Graduate Council, provided that a notice containing the text of the proposed amendment is sent to the Educator Preparation Faculty membership at least ten class days in advance of the Senate and Graduate Council meetings 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 Educator Preparation Faculty.