

EPP Teacher Education Faculty Senates/Graduate Licensure Council Bylaws

1. **POWERS.** The Elementary and Secondary Teacher Education Faculty Senates and Graduate Licensure Council shall be the principal representative agencies of the EPP faculty. The Teacher Education Senates and Graduate Licensure Council shall have power to act for the faculty on all matters in its jurisdiction as defined by the EPP Faculty Constitution (see EPP Faculty Constitution, Article V, Sections 2 and 3).
 - 1.1. **Exceptions.** The Teacher Education Senates and Graduate Licensure Council shall not have power to amend the Faculty Constitution and the Senate shall not have power, except in emergencies, to set aside a decision of the EPP faculty taken during the current academic year; exercise of such emergency powers shall require a two-thirds vote of the Senate.
2. **MEMBERSHIP ON TEACHER EDUCATION SENATES.** The Teacher Education Faculty Senates shall be composed of members elected by and from the voting faculty from each Teacher Education program, with the elementary programs represented on the Elementary Teacher Education Senate, secondary programs represented on the Secondary Teacher Education Senate, and representatives from K-12 programs, the professional sequence, special education and the department of Teaching on both Senates.
 - 2.1. **Terms.** Terms shall normally be for three years, with terms of one-third of each group defined in 2 (above) to expire each year. Terms begin on May 15.
 - 2.2. **Limitation on terms.** A senator shall serve no more than two consecutive full terms, unless they are the only Teacher Education faculty member in their area.
 - 2.3. **Alternates.** Elementary and Secondary senators shall appoint an alternate, if possible, from their constituencies and notify the EPP Faculty Chair of the names of such alternates. Alternates normally serve during the term of a senator and exercise the full duties and responsibilities of a member during the meeting they attend. Alternates are not needed for the members of the Graduate Licensure Council.
 - 2.4. **Vacancies.** In case the absence or the incapacity of a senator should extend beyond a complete semester, or if, in the Teacher Education Senate's judgment, it is likely that it will so extend, the Teacher Education

Senate shall declare the office vacant and shall request of the appropriate college or university faculty agency that the position be filled as provided in the EPP Faculty Constitution (Article V, Section 3.8). If a senator is elected chairperson of the faculty he/she must resign as senator. If a senator moves to a non-faculty position he/she must resign as senator.

2.5. Member ex officio. The Director of Educator Preparation shall be an ex officio member of the Senate, without vote, but with the privileges of motion, second, and debate.

3. **MEMBERSHIP ON GRADUATE LICENSURE COUNCIL.** Representatives from each graduate licensure program are identified by their areas and serve on the Graduate Licensure Council until replaced by another member of their area.

4. **ORGANIZATION.** The EPP Faculty Chair will serve as the chair of the Teacher Education Senates. The EPP Faculty Chair shall appoint a secretary of the Senates from the Teacher Education Faculty. The secretary will serve in a non-voting capacity at Elementary and Secondary Teacher Education Senate meetings, to take. The secretary will also help the Faculty Chair manage the EPP roster and preparation for senate meetings.

4.1. Duties of the chair. The chair shall perform the following duties:

- 4.1.1. Preside at meetings of the Senate. If the chair is unable to attend a meeting, a senator, identified by the chair, will serve as chair for the meeting.
- 4.1.2. Prepare, with the assistance of the secretary of the Senate, and subject to the approval of the Senate, Director Educator Preparation, the official calendar and docket of Senate meetings.
- 4.1.3. Call regular and special meetings of the Senate.
- 4.1.4. Prepare and arrange for the distribution of notices of regular and special meetings of the Senate so that the notices are received a minimum of three class days in advance of the meetings (as possible and practicable). Such notices shall normally contain the calendar items and docket items for the meeting.

- 4.1.5. Make decisions on parliamentary and procedural questions in fulfillment of the provisions of these bylaws, subject to approval of a majority of the Senate.
- 4.1.6. Maintain liaison, as required, with the officers of administration.
- 4.1.7. Transmit to the faculty or to other components of the university or, consistent with Board rules and regulations, the Board of Regents or its committees, actions of the Senate directed thereto.
- 4.1.8. Represent to the press and to the public the established policies and positions of the Senate as appropriate.

4.2. Duties of the secretary. The secretary shall perform the following duties:

- 4.2.1. Publish and distribute to the university faculty and to the Leadership Team and the Executive Council within one calendar week after Senate approval (or as possible) the minutes of the Senate meetings.
- 4.2.2. Assist the chair of the Teacher Education Senates, as required, in the preparation and distribution of notices of meetings of the Senate and in the preparation and distribution of the calendar and docket of the Senate as provided in Sections 7.6 and 7.7 of these bylaws.
- 4.2.3. Keep the minutes and other official documents of the Senate in a safe and accessible place.
- 4.2.4. Furnish to faculty on request, pertinent documents of the Senate.

5. MEETINGS. At least one regular meeting of the Senate shall be held each month during the academic year, if needed electronically.

5.1. Call for regular meetings: Elementary Teacher Education Senate.

During academic years that begin in an odd numbered year, the Elementary Teacher Education Faculty Senate reserves for meetings the first Thursday of every month of the Fall and Spring terms from 3:30 – 5:00 PM. In academic years beginning in an even numbered year, The Elementary Teacher Education Senate will meet on the third Thursday of every month of the Fall and Spring terms from 3:30 – 5:00 PM. Meeting

will be held at a place determined by the chair. The exceptions are the months with joint meetings of the Elementary and Secondary Teacher Education Senates, which are usually held in October and March. December and January meetings may not be held depending on the winter break schedule.

5.2. Call for regular meetings: Secondary Teacher Education Senate.

During academic years that begin in an even numbered year, the Elementary Teacher Education Faculty Senate reserves for meetings the first Thursday of every month of the Fall and Spring terms from 3:30 – 5:00 PM. In academic years beginning in an odd numbered year, The Elementary Teacher Education Senate will meet on the third Thursday of every month of the Fall and Spring terms from 3:30 – 5:00 PM. Meeting will be held at a place determined by the chair. The exceptions are the months with joint meetings of the Elementary and Secondary Teacher Education Senates, which are usually held in October and March.

5.3. Call for special meetings. Special meetings of the Senate may normally be called by the EPP Faculty chair.

5.4. By petition. Upon a petition of five current members of one of the Teacher Education Senates or Graduate Licensure council, or upon a petition of thirty current members of the EPP faculty, normally directed to the EPP Faculty Chair, the EPP Faculty chair shall call a meeting of the Senate(s) or Graduate Licensure Council. 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 EPP Faculty Chair. A petition which in the judgment of the chairperson 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, may be returned to the petitioner by the chairperson with a specification of the correct procedure for resubmission.

5.5. On request of an administrative officer. Upon request by the EPP Leadership Team, the President of the University or Provost to the chairperson of the senate, the chairperson of the Senate and other approved designees such as the Teacher Education Coordinator may call a special meeting of the Senate. Such a request shall contain a statement

of the subject to be considered and an indication of the action deemed desirable by the officer of administration.

6. **FUNCTIONS.** The EPP Faculty Senate functions within the broad grant of authority delegated to it by the EPP Faculty Constitution (Section 1). Within that grant of authority, Senate functions may take the following forms: communicative, consultative, an oversight role for curriculum changes in EPP, and the monitoring and enhancement of the functioning of EPP.
 - 6.1. **The communicative function.** The Teacher Education Senates act for the EPP faculty in developing greater communication between the components and programs of EPP and their constituencies.
 - 6.2. **The consultative function.** The Teacher Education Senates act for the EPP faculty in making provision for informal consultation with the officers of administration, including the Leadership Team, and the Executive Council.
 - 6.3. **The curriculum function.** The Teacher Education Senates act for the EPP 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 Preparation entities and academic department heads and deans. As per the University curriculum process, proposals from individual Teacher Education Programs and the professional sequence must be approved by the Curriculum Committee and, if the proposed change is complex by the Teacher Education Senates.
 - 6.4. **The monitoring and enhancement of EPP function.** The Teacher Education Senates shall act to continually monitor the progress of EPP in meeting and/or exceeding accreditation standards of the State of Iowa.
7. **COMMITTEES OF THE TEACHER EDUCATION SENATES AND THE EPP FACULTY.** Except when otherwise directed by the faculty, all standing committees of the EPP Faculty and all ad hoc faculty committees shall report to and be accountable to the Teacher Education Senates (see Faculty Constitution, Article V).
 - 7.1. **Committees of the Faculty.** Committees of the EPP faculty that normally report to the Teacher Education Senates and Graduate Licensure Council

shall be accountable to the Teacher Education Senates as the faculty's delegate. The Teacher Education Senates may schedule regular or special reports from its faculty committees; it may approve reports in part or as a whole; it may amend them; it may return them to the committee for revision or for additional information and recommendations. Standing committees of the EPP faculty are: Teacher Education Clinical Committee, Teacher Education Curriculum Committee, Teacher Candidate Professional Review Committee, EPP Diversity Committee, EPP Faculty Committee, and EPP Assessment Committee. The Graduate Licensure Council will be included in reports from Teacher Education Senate Committees. The committees will contribute to relevant parts of the Institutional Report completed prior to visits from the Iowa Department of Education.

- 7.1.1. Composition of the EPP faculty committees are determined by the Teacher Education Senates and are representative of the whole EPP program (see EPP Faculty Constitution, Article 3, 3.10).
- 7.1.2. Membership to fill the EPP faculty committees comes from the EPP faculty and is not limited to teacher education senators.
- 7.1.3. **The Teacher Education Clinical Committee.** Functions include:
 - 7.1.3.1. Develop mechanisms for the systematic assessment of all Teacher Education clinical experiences.
 - 7.1.3.2. Consult with the CATS Office about equity of quality and quantity of clinical experiences across all Teacher Education programs.
 - 7.1.3.3. Develop recommendations for the systemic enhancement of all Teacher Education clinical experiences.
 - 7.1.3.4. Provide input about Teacher Education clinical experiences being commensurate with the goal of an exemplary teacher preparation.
- 7.1.4. **The Teacher Education Curriculum Committee.** Functions include:

7.1.4.1. 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.

7.1.4.2. Review all EPP related curriculum proposals and make recommendations for approval or rejection to the Teacher Education Senates, Graduate Licensure Council, and all other curricular approval bodies.

7.1.4.3. Examine best practices in the area of Teacher Education curriculum and develop recommendations for systematic curricular improvements.

7.1.5. The Teacher Candidate Professional Review Committee.

Functions include:

7.1.5.1. The Director of Educator Preparation will chair this committee.

7.1.5.2. Manage, update and assess the Notice of Concern system.

7.1.5.3. Hear appeals concerning teacher candidate admittance and continuance in the Teacher Education program.

7.1.5.4. Receive and act upon Notification of Concerns identified by the Director of EPP as needing additional consultation and to follow the designated procedures.

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

7.1.6. The EPP Diversity Committee. Functions include:

7.1.6.1. Monitor individual Teacher Education and graduate licensure programs and the Educator Preparation Program as a whole for compliance with all aspects of Chap. 79.11.

- 7.1.6.2. Develop mechanisms for the systematic assessment of essential aspects of diversity within the Teacher Education program.
- 7.1.6.3. Develop best practice recommendations for the systematic enhancement of essential aspects of diversity within the Teacher Education programs.
- 7.1.6.4. Advocate for the resources necessary to ensure that all essential aspects of diversity are enhanced through the Teacher Education program.

7.1.7. The EPP Faculty Committee. Functions include:

- 7.1.7.1. Monitor individual Educator Preparation programs and the Educator Preparation Program as a whole for compliance with all aspects of Chapter 79.12: Faculty standard.
- 7.1.7.2. Monitor team teaching requirements. All EPP faculty who regularly teach candidates strategies and methods for teaching are required to complete the 40 hour team teaching requirement described in Ch 79.12(6). EPP faculty who teach foundation or other courses that do not address strategies and methods for teaching do not need to complete the 40 hour team teaching requirement.
- 7.1.7.3. Review requests for voting membership in the Educator Preparation Faculty and make recommendations to the Director of Educator Preparation.
- 7.1.7.4. Assist the EPP Faculty Chair with managing the roster of EPP Faculty, noting voting versus non-voting members of EPP.
- 7.1.7.5. Assist the Director of Educator Preparation with the planning and implementation of professional development for EPP faculty.

7.1.8. The EPP Assessment Committee. Functions include:

- 7.1.8.1. 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.
- 7.1.8.2. Work with the EPP 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.
- 7.1.8.3. Lead efforts to enhance systematic assessment of program quality and continuous improvement.
- 7.1.9. **The Teacher Education Convocation Committee.** Functions include:
 - 7.1.9.1. Plan, facilitate and assess Teacher Education Convocations to celebrate students' induction into the program and the profession.
- 7.1.10. **Ad Hoc Committees of the Teacher Education Senates.** The Teacher Education Senate shall have the power to create, change, and discharge standing and ad hoc committees; the Teacher Education Senates may schedule regular or special reports from its committees; it may approve such reports in part or as a whole; it may amend them; it may return them to the committee for revision or for additional information and recommendations.
- 7.1.11. **Delegation of Senate authority to Senate committees.** The Senate may, by majority vote, delegate to any of its committees the power to decide and act upon a problem subject to subsequent Senate review (See Faculty Constitution, Article V, Section 3.10).
- 7.2. **Committee reports: Form.** The Teacher Education Senates request committees reporting to it to present their reports according to a schedule furnished by the EPP Faculty chair. Recommendations for specific action by a committee should be transmitted immediately to the EPP Faculty Chair to be included on upcoming agendas. Since the Senate is not principally a fact-finding body, the Senate requests committees to present with their reports and/or recommendations whatever information and

documentation may be necessary to allow the Senate to deliberate upon the committee's recommendation.

- 7.3. Committee reports: Procedures.** Committee reports, as they are received by the chair, will be placed on the agenda of the Teacher Education Senates, normally in the order of their reception. Reports will be shared with the Graduate Licensure Council via email and discussed if needed at a meeting.
- 8. PROCEDURES OF THE SENATES.** Except as provided by these bylaws or by the Faculty Constitution, Robert's Rules of Order (latest revision) shall be the parliamentary guide for the conduct of Senate business.

 - 8.1. Quorum.** The presence of one-half of the elected members of the Senate or their alternates shall constitute a quorum.
 - 8.2. EPP Faculty review of Senate action.** Action taken by the Teacher Education Senates shall become effective fifteen calendar days after publication of the action in the approved minutes of the Senates. Within this period, any action of the Senate, upon petition of 20% of the EPP faculty members, shall be referred to the faculty for a meeting to review the Teacher Education Senates' actions. In the event of a vote, the decision of the EPP faculty is final, unless overruled by vote of the Executive Council when there are accreditation or fiscal issues.
 - 8.3. How matters may come to the Senate.** A matter may come to the Senates for consideration from a member of the Senate, the Director of Educator Preparation, an EP Program Coordinator, a member of the EPP Faculty or the University Faculty, a University administrator, 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 and addressed in a timely manner as old and new business allows.
 - 8.4. Order of business.** The order of business in each meeting of the Teacher Education Senate meetings shall be determined by the chair.
 - 8.5. Form of Senate resolutions.** 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 chair. The

chair will furnish each Senate member with an electronic copy of the resolution, together with all support documents and will electronically distribute these with the meeting agenda. The resolution should establish the importance of the problem and shall clearly indicate the kind of action requested

- 8.6. Open Meetings:** Members of the University of Northern Iowa community or general public, including the press are welcome to attend meetings of the Teacher Education Senates or Graduate Licensure Council. Space considerations may limit the application of this provision. The business of the Teacher Education Senates and Graduate Licensure Council are normally conducted in open and public sessions.
- 8.7. Voting:** Action by the Teacher Education Senates shall be determined by voice vote, division, written ballot, or roll call. An electronic vote by Teacher Education Senate membership may also take place. A written ballot may be ordered by majority vote of the Teacher Education Senates. Upon request of a member of the Teacher Education Senate, the secretary shall call the roll of the membership in alphabetical order and record the Aye and No vote from each member.
- 9. Amendment.** Amendment of these bylaws must be approved by a two-thirds vote of a quorum of each of the two Teacher Education Senates and a majority of the Graduate Licensure 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.
- 10. Adoption.** These bylaws shall become effective immediately upon their adoption by a two-thirds vote of a quorum of the EPP Faculty.