

BYLAWS COUNCIL FOR TEACHER EDUCATION

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Article I. Purpose

The Council for Teacher Education (CTE) is the University committee that has as its primary charge from the Academic Senate and the Provost. The CTE has the authority and responsibility to oversee the implementation of academic programs leading to certification of teachers and other professional education personnel who work in pre-K through 12 school settings (hereafter referred to as teacher education programs). In this role, the CTE has four primary areas of responsibility: Leadership, Liaison/Advocacy, Planning/Development, and Regulation.

Article II. Functions and Responsibilities

A. Leadership

1. To provide leadership for the development and enforcement of academic standards so Illinois State University can provide “undergraduate and graduate education which is of the highest quality in the State of Illinois” as it pertains to undergraduate and graduate teacher education programs.
2. To review state and national issues and trends in teacher education, make appropriate recommendations to the University, colleges, and departments, and serve as a forum for University-wide discussion of reform issues.

B. Liaison/Advocacy

1. To inform the University community about major issues, concerns and developments in teacher education at the local, state, and national level.
2. To inform the Illinois State Board of Education, accreditation bodies, appropriate learned societies and other organizations at local, state, and national levels of issues and concerns related to teacher education in general and to programs at Illinois State University.

3. To develop methods for involving public school personnel in Council for Teacher Education activities.

C. Planning/Development

1. To work with the Provost, Academic Senate, and the Academic Planning Committee on specifying the role of teacher education within this multi-purpose institution and on participating in University academic planning as it relates to teacher education. This planning/development role includes:
 - a. To anticipate needs for new programs or new initiatives;
 - b. To keep the Provost and the University's academic planners aware of these anticipated needs;
 - c. To work with the Provost's office and the University's academic planners in seeking ways to request and to obtain funds to implement new initiatives;
 - d. To work with the Provost and the University's academic planners in identifying the nature of the ongoing changing role of teacher education in the mission of the University; and,
 - e. To advise the Provost and University academic planners regarding teacher education programs which have been designated for consolidation or elimination.
2. To seek cooperation among departments and colleges in order to work for common educational goals.

D. Regulation

1. To monitor program requirements as mandated by the State or by accrediting bodies in teacher education and to assure their timely implementation;
2. To request entitlement program approval from the Illinois State Board of Education;
3. To establish and monitor policies related to teacher education curricula within the University;
4. To serve as a curriculum committee within the University curricular process, reviewing and approving teacher education curriculum proposals prior to their submission to the University Curriculum Committee and the Graduate Council;
5. To assure that students have the opportunity for due process in resolving problems related to teacher education;
6. To develop or assure the development of assessment plans related to teacher education as mandated by the University, State, and National Council for the Accreditation of Teacher Education (NCATE) or as advocated by the Council, and to monitor the implementation of these assessment plans. This includes designing, conducting, analyzing (or at least taking responsibility for seeing that this is done),

and reporting the results of these follow-up studies of teacher education graduates to appropriate parties; and,

7. To formulate, monitor, and revise policies for the admission and retention of pre-service teachers and other education professionals.

E. Reporting:

1. Council for Teacher Education reports to the Academic Affairs Committee, a subcommittee of Academic Senate, and to the Provost.

Article III. Membership

A. Council Composition

1. Council Chairperson – The Council Chairperson shall be appointed by the Provost in consultation with the college deans and confirmed by the Academic Senate. If the chairperson comes from within the Council, he/she continues to represent the unit from which he or she came. If a college dean serves as chair, he/she cannot have a designee. This appointment shall be confirmed by the Academic Senate.
2. Faculty Members – Twelve faculty members shall serve on the Council. Eleven faculty members shall be appointed by the Provost in consultation with the college deans. These eleven appointments shall be confirmed by the Academic Senate and are currently distributed as follows: four from the College of Education; three from the College of Arts and Sciences; one each from the Colleges of Applied Science and Technology, Business, Fine Arts and Milner Library. The twelfth faculty member shall be recommended by the Dean of the College of Education and approved by the Provost.
3. *Ex Officio* Voting Members – The six college deans, the chairperson of the University Curriculum Committee, the COE associate dean for undergraduate education, the director of the Cecilia J. Lauby Teacher Education Center, or their respective representatives, a University Laboratory Schools representative, an Academic Senate-at-Large representative, and a representative of the Provost's Office shall serve *ex officio*. The Chairperson of the Graduate Curriculum Committee shall serve on an *ad hoc* basis.
4. *Ex Officio* Non-Voting Members – The three department chairpersons in the College of Education will serve as *ex officio* non-voting members of the Council.

5. Students – Five teacher education student members shall be appointed by the Student Government Association. At least one of the five student members must be from a graduate program.
6. Attendance – The business of the Council requires the regular attendance and full participation of each member. However, should an occasion arise which prevents attendance, members are required to notify the Chair and may name a substitute, with the approval of the Chairperson of CTE for Teacher Education, who shall be entitled to exercise full participation in the business of the Council including voting.

B. Eligibility for Membership

1. Chairperson – This person may be a member of central administration, a dean, or a member of the faculty.
2. Faculty – All tenure faculty or probationary tenure faculty members shall be eligible for membership, unless (1) they are on leave at the time of the appointment; (2) they are officially scheduled for a leave during any portion of a prospective term of office; or (3) they are on disability leave under the University Retirement System.
3. *Ex-Officio* – *Ex Officio* members who serve as representatives of a Dean or the Office of the Provost are not necessarily tenure faculty or probationary tenure faculty members. They should, however, have an expertise or interest in teacher education at Illinois State University.
4. Students – Any student, undergraduate or graduate, who is enrolled full-time and has been admitted to a professional education program shall be eligible for membership.

C. Terms of Office

1. Council Chairperson – Following the approval of these By-Laws, the Provost, in consultation with the Deans, shall select a Council Chairperson. The Chairperson shall serve for a two-year term, commencing May 1. This appointment is renewable.
2. Faculty – Appointed members of the Council shall serve staggered three-year terms. The term of office should start at the beginning of the academic year (ending April 30). This appointment is renewable.
3. Students – Student members shall serve one-year terms. Terms begin in the Fall semester and conclude at the end of the following summer. Members are appointed by the beginning of the academic year. Students are eligible for reappointment.

Article IV. Officers

A. Elections

At the first regular meeting of the CTE in August of each year, the Council

shall elect a Vice-Chairperson, a Secretary, and Chairpersons of the five standing committees for renewable one-year terms. The Vice-Chairperson and Secretary shall be elected by the total membership of the CTE, and the Chairpersons of the three committees shall be elected by the membership of the appropriate committee.

B. Duties of Officers of the Council

1. Chairperson

- a. Chair Council meetings.
- b. Set agenda in consultation with the Executive Committee.
- c. Chair Teacher Education Review Board Meetings (see Article VII).
- d. Appoint and provide the charge to *ad hoc* committees of the Council as deemed necessary to carry out Council functions.
- e. At his/her request, send letter of recognition for Council member specifying his/her level of involvement in Council work to department chairpersons in December of each year. A standard student letter will be sent to students at the end of the year.

2. Vice-Chairperson

- a. Act as Chairperson in the absence of the Chairperson.
- b. Serve as a member of the Executive Committee of the Council.
- c. Provide information to and seek applications from qualified students who are eligible to serve on the Council.

3. Secretary

- a. Collect agenda items from Council members.
- b. Send agenda to members at least seven days in advance of scheduled meetings.
- c. Take minutes of Council meetings and send to members within ten days after each meeting.
- d. Take minutes of all meetings of the Teacher Education Review Board/CTE Executive Committee

4. Chairpersons of the Five Standing Committees.

- a. Chair meetings of their respective committee.
- b. Report to the Council on a regular basis the activities of their respective committee.

- c. Serve as members of the Executive Committee of the Council.

D. Executive Committee

1. Membership:

The Executive Committee shall consist of the Council's Chairperson, Vice Chairperson, Secretary and the five Chairpersons of the standing Committees and the director of Clinical Experiences and Certification Processes (CECP)

2. Responsibilities:

The primary responsibilities of the Executive Committee shall include:

- a. Planning agenda for Council meetings.
- b. Keeping Council members informed about progress that is being made in achieving the goals set at the annual spring planning retreat.
- c. Responding to letters of inquiry or concern that are addressed to the Council.
- d. Serving as the Teacher Education Review Board (TERB)

Article V. Organizational Structure

A. Internal Structure

The CTE shall be composed of five standing committees: Curriculum, Student Interests, University Liaison and Faculty Interests, University Teacher Education Assessment Committee, and Vision Committee. Each member of the Council may be assigned by the Council Chair in consultation with the Executive Committee to one of these standing committees. Chair of each committee must be a member of CTE.

1. Curriculum Committee

- a. The Curriculum Committee shall consist of nine members:
 - 1) A representative from each college (CFA, COB, COE, A&S, CAST).
 - 2) The University Curriculum Committee designee.
 - 3) The Graduate Curriculum Committee designee.
 - 4) One student.
- b. The primary responsibilities of the Curriculum Committee shall include:
 - 1) Recommending, monitoring, and when appropriate, acting on teacher education curricula that lead to certification. The Council for Teacher Education Curriculum Committee may make decisions on the following sorts of matters and refer on to the University Curriculum committee for action without vote by full Council for Teacher Education:
 - a. *Pro forma* revisions to courses or programs, for example, course number or title change;
 - b. New courses and course deletions independent of program changes (electives);
 - c. Course revisions independent of program changes. These might include, but are not limited to: prerequisites, semester hours, title, and content when clear rationale is provided; and,
 - d. Minor program revisions such as changes to

electives, substitution of new courses for old, additions or deletions of courses with clear rationale when change to total number of hours in a major or sequence is 7 or less or 4 hours or less in a minor program.

All decisions are reported as information items to the full Council for Teacher Education. The Council for Teacher Education Curriculum Committee will recommend that the full Council for Teacher Education vote on:

- a. Major or controversial changes to programs;
- b. Significant conceptual changes to programs;
- c. Revisions that significantly affect how students track through a program;
- d. Programs that require exceptions to University policy, for example, secondary programs that do not require the standard professional education courses;
- e. New and deleted programs; and,
- f. Any proposal when requested by one or more curriculum committee member.

- 3) Recommending positions on issues of academic standards and quality of programs.
- 4) Reviewing state and national reports on teacher education reform, and making appropriate recommendations to the Council for further action.
- 5) Monitoring curricular requirements mandated by the state or by accrediting bodies and overseeing their timely implementation.
- 6) Assuring the development of standards for or specifying models of student teaching.
- 7) Establishing and maintaining a more clearly defined relationship with the University Curriculum Committee.
- 8) Establishing and maintaining a more clearly defined relationship with the Graduate Curriculum Committee.

2. Student Interests Committee

- a) The Student Interest Committee shall consist of eleven members:
 - 1) A representative from Clinical Experiences and Certification Processes (CECP);
 - 2) Four faculty and/or staff members from CTE (no more than one of whom is from the College of Education);
 - 3) One *at large* representative from another relevant campus unit (such as Community Rights and Responsibilities); and
 - 4) Five students representing different colleges, teacher education programs and organizations, one of whom must be a graduate student.
- b) The primary responsibilities of the Student Interests Committee shall be to:
 - 1) Communicate to students the procedures that exist to assure their due process rights and solicit their input regarding how problems related to teacher education can be resolved;

- 2) Represent student interests regarding the university teacher education processes;
 - 3) Plan, promote and judge the annual academic competition; and,
 - 4) Facilitate communication between students and the Council for Teacher Education.
3. University Liaison and Faculty Interests Committee
- a) The University Liaison and Faculty Interests Committee shall consist of at least five members:
 - 1) Two representatives from the College of Education;
 - 2) Two representatives from other Colleges; and,
 - 3) One representative from the Laboratory Schools.
 - b) The primary responsibilities of the University Liaison and Faculty Interest Committee shall include:
 - 1) Working with the Academic Affairs Committee and the Academic Senate in seeking approval of changes in the Bylaws;
 - 2) Planning and promoting a colloquia in the spring, fall or both semesters depending on the yearly recommendation of CTE; and,
 - 3) Assessing and making recommendations concerning policy regarding the professional stature of teacher education in faculty work.
4. University Teacher Education Assessment Committee
- a) The University Teacher Education Assessment Committee shall consist of at least seven members:
 - 1) Five faculty members(one from each of the following: CAS, CAST, CFA, COB, and- COE;
 - 2) At least one CTE member; and,
 - 3) Representative from CECP.
 - b) The primary responsibilities of the University Teacher Education Assessment Committee shall be to:
 - 1) Evaluate and recommend proposals for changes in the unit-wide teacher education performance-based assessment system (PBA);
 - 2) Modify current assessments to reflect current knowledge in the field of study and provide better data for program decision making;
 - 3) Evaluate data derived from the PBA, and makes concerns and successes known to specific programs and/or to CTE; and,
 - 4) Evaluate individual assessments on a regular basis for fairness, validity and reliability as appropriate.
5. Vision Committee
- a) The Vision Committee shall consist of at least nine members (one of whom must represent a graduate program):
 - 1) Four faculty and/or staff members from CTE;
 - 2) At least two additional teacher education faculty and/or staff who are not members of CTE; and,
 - 3) Three students, one of whom must be a graduate student.

- b) The primary responsibility of the Vision Committee shall be to:
 - 1) Review and update the unit-wide Conceptual Framework to insure its meaningful integration across coursework and field experiences to be consistent with accreditation standards;
 - 2) Review and update unit-wide proficiencies pertaining to diversity to be consistent with accreditation standards;
 - 3) Represent teacher education interests in the development of a diverse university community; and
 - 4) Communicate the unit-wide vision to the ISU community and beyond

B. External Structure

In addition to the liaison functions served by the University Liaison and Faculty Interests Committee, the Council requires a formal channel of communication with the Academic Planning Committee. Therefore, the Chairperson of the Council's Curriculum Committee, or another member of the Curriculum Committee, shall serve on the Academic Planning Committee.

Article VI. Council Meetings

A. Regular Meetings

The Council shall hold regular meetings at least once a month during the academic year and may meet during the summer months. Illinois State University faculty and students who are not members of the Council may attend all meetings of the Council except executive sessions, but they may participate in discussion only with the consent of the Chairperson.

B. Quorum

A simple majority of the total membership of the Council shall constitute a quorum.

C. Voting

- 1. Each individual serving as an appointed or ex-officio member of the Council shall be a voting member.
- 2. Decisions of the Council shall be made by a quorum of members.

D. The Agenda

Illinois State University faculty and students desiring to bring specific matters to the attention of the Council shall communicate in writing to any member of the Executive Committee at least ten days prior to the meeting at which these matters are to be considered. This time limit may be waived by a majority vote of the Council. The Secretary of the Council shall publicize the agenda at least seven days before each regular meeting. Members of the Council may introduce subjects at any meeting for consideration at a subsequent meeting.

E. Minutes

Minutes of the Council meetings shall be mailed to or posted on the Illinois State University National Council for the Accreditation of Teacher Education website (<http://www.coe.ilstu.edu/ncate/govern.htm>) for all members of the Council and other appropriate individuals within ten days after each meeting. At least one

permanent file of minutes shall be kept electronically by the clerical support person for the Council.

F. Special Meetings

Upon written request of a least one-third of the Council members, special meetings must be called by the Chairperson of the Council within five school days of the receipt of the request.

Article VII. Teacher Education Review Board

A. Membership

The Executive Committee of the Council shall serve as the Teacher Education Review Board (TERB.) The chairperson shall designate an alternate from the members of the Council if there is a conflict of interest or inability to serve on the part of one or more members of the Executive Committee.

B. Function

The function of the TERB is to review cases of students having appeals concerning admission, retention, and evaluation of progress toward certification in teacher education programs.

C. Student Appeal Procedure Upon the Denial or Abridgement of Rights

If the student believes that his/her rights have been denied or abridged, it is essential that the person involved make an attempt to reach an agreement through informal discussions with the instructor and department chair. Where informal recourse fails, the student may file a formal appeal in writing to the office of Clinical Experiences and Certification Processes. Following a decision from the TERB, the student may appeal to the CTE, the appeal should be made to the full body of the CTE via the chair of the CTE. In all formal appeals, the student has the right to be represented by legal counsel and may be accompanied by and advised by a person of his/her own choosing.

1. Guidelines for submitting student appeals.

Within 30 days from the date that the alleged act or decision took place, the student must submit a written appeal to the Director of the Office of Clinical Experiences and Certification Processes (CECP). The director will informally discuss the situation with the student in an effort to determine what steps have been taken toward resolution. The Director of Clinical Experiences and Certification Processes (CECP) will then forward the appeal to the Chairperson of the Council for Teacher Education.

The written appeal should:

- a. be word processed
- b. be signed and dated
- c. include the local address and phone number
- d. be concise and specific, with names and dates wherever relevant and possible
- e. clearly state the act or decision being challenged
- f. clearly state why the act or decision is unauthorized or unjust
- g. briefly describe the student's attempts to reach an agreement through informal

discussions with the instructor and department chairperson

Along with the letter of appeal, the student may include additional information in support of the student's grievance such as, but not limited to, the following: documents from advisors, supervisors or department personnel, letters or statements from those directly involved in the situation, transcripts of interviews, and other supporting evidence that would help clarify the student's position.

The Executive Committee of the CTE will act on the appeal. The student will be informed of the decision no later than 30 days after the written appeal has been received by the director of CECP unless the appeal is received within the final 30 days of the spring semester. If appeal is received within the final 30 days of the spring semester, the TERB will act upon the appeal within the first 30 days of the fall semester, since the Council doesn't meet during the summer months. Upon receipt of the decision of the Executive Committee, the student may appeal to the full CTE.

2. Procedures

- a. Upon receipt of the written appeal from the Director of Clinical Experiences and Certification Processes (CECP), the Chairperson of the Council shall arrange for a swift and comprehensive investigation of the matter under consideration.
- b. The decision of the review board shall be sent in writing to the complainant and other parties involved within 10 working days after the review.
- c. The complainant may appeal the decision of the review board to the full body of the Council. Such an appeal must be in written form and received within 10 working days after the review board decision. The Council will schedule a hearing for a regularly scheduled meeting date. Please see reference to summer schedule of meetings for the Council in Section 1 above). The decision of the Council will be communicated to the student and other appropriate parties within 30 days of the decision.
- d. In all matters regarding admission to teacher education, retention in teacher education and teacher certification, complainants have the right to be represented by legal counsel. For detailed information regarding the format for the CTE hearing, the complainant should contact the Dean's office in the College of Education. (See Addendum)

3. State Teacher Certification Board

If the candidate is denied recommendation for certification by the full body of the Council for Teacher Education, the candidate may appeal to the State Teacher Certification Board within 10 days of notification for a review of the institution's decision. Upon such review the State Teacher Certification Board shall recommend appropriate action to the State Superintendent of Education.

Article VIII. Review of these Bylaws

These Bylaws as well as "Realizing the Democratic Ideal," the conceptual framework for professional educator preparation at Illinois State University shall be reviewed every two years by the University Liaison and Faculty Interests Committee. Recommendations of this Committee shall be submitted to the CTE for approval.

COUNCIL FOR TEACHER EDUCATION

Addendum:

FORMAT FOR COUNCIL FOR TEACHER EDUCATION HEARING

Purpose: To serve as a final review for complaints/requests for waivers, etc. from teacher education students following decisions made by the Teacher Education Review Board. Students have the right to be represented by Legal Counsel. Legal Counsel may not speak on behalf of the complainant but is there to advise his/her client. If the complainant brings Legal Counsel, the University Legal Counsel will be asked to be present as well. The Council for Teacher Education will make one of the final decisions relative to the student's complaint:

- a) Approves the student's request;
- b) overrules the Teacher Education Review Board decision; and,
- c) Denies the student's request; affirms the Teacher Education Review Board decision

Authorization:

The Bylaws of the Council for Teacher Education stipulate that the Teacher Education Review Board (TERB) will review cases of students having complaints concerning admission, retention, evaluation and evaluation of progress toward certification in teacher education programs. (Note: Illinois State Board of Education rules require, as a criterion for program approval, that institutions provide this stipulation for teacher candidates. See Criterion 8 of the program approval rules.)

Procedures for Hearing of Complaints by the (full) CTE:

Prior to the Hearing:

1. Student may appeal the decision of the Teacher Education Review Board. Such an appeal must be in written form and received within ten working days following the Review Board decision. The student must indicate in writing whether he or she will be bringing legal counsel.
2. The Chair of the Council for Teacher Education will schedule a date and time for the CTE to meet to hear the complaint. A date of a regularly scheduled meeting will be selected for the hearing.

Prior to the hearing, the student and the department represented (chair and/or designee) will be provided copies of all the information which each have submitted to the members of the CTE. The student and the department chair will be notified of the hearing times and asked to submit information in writing regarding the complaint by a date certain which addresses the particular issue, criteria, or policy. The department chair may delegate his or her designee to prepare the written response regarding the complaint on behalf of the department. As part of the information provided to CT, the Teacher Education Review Board will also submit to Council for Teacher Education a written rationale for its binding decision.

3. If the student chooses to have legal counsel present at the hearing, the CTE Teacher Education Chair will invite the University's Legal Counsel to be present at that time, also.

At the Hearing:

1. The Chair, Council for Teacher Education, will review for the CTE the particular teacher education issue in question: admission, retention, evaluation, and recommendation for certification in teacher education programs.
2. The Chair of CTE will facilitate the hearing. Other members of the CTE who may be members of the specific student's department and/or members of Teacher Education Review Board may not participate in the deliberations of the Council.
3. During the hearing, the student and the representative(s) of the department are asked to meet separately with the Council. The student will meet first with the Council.
4. The student is limited to 30 minutes to present oral remarks regarding the complaint. His or her legal counsel may not speak on behalf of the complainant but is there to advise his/her client.
5. The members of the Council may ask the student questions for up to an additional fifteen minutes, if desired. Following the oral testimony and the questions by the Council members, the student and/or legal counsel will leave the hearing room.
6. The departmental representative(s) is/are then asked to meet with the Council. The department representative(s) is/are limited to 30 minutes to present oral remarks regarding the complaint and is/are asked to provide evidence and rationale as to the department's decision.
7. The members of the Council may ask the departmental representative questions for up to an additional fifteen minutes, if desired. Following the oral testimony and the questions by the Council members, the departmental representative will leave the hearing room.
8. Following the oral testimony, the Council may review the merits of the complaints; it may choose to reschedule another meeting for review; and/or it may make a decision at that time.
9. The members of the Council will be asked by secret ballot to vote on the decision of the Council. The Chair will announce the results of the ballot. Members of the Council who may be members of the specific student's department and/or members of Teacher Education Review Board may not vote. In the event of a tie, the Chair will vote.
10. When the decision is rendered, the Chair of the Council for Teacher Education will inform the complainant in writing of the decision of the CTE within thirty days of the hearing and will communicate the decision to the appropriate parties in writing, including the Office of Clinical Experiences and Certification Processes.

CTE Approved Procedures: 5.5.09