**Table of Contents**

[Article I. Purpose 2](#_Toc190960626)

[Article II. Membership 2](#_Toc190960627)

[A. CTE Composition 2](#_Toc190960628)

[B. Eligibility for Membership 4](#_Toc190960629)

[C. Terms of Office 4](#_Toc190960630)

[Article III. Officers 5](#_Toc190960631)

[A. Elections 5](#_Toc190960632)

[B. Duties of CTE Officers 5](#_Toc190960633)

[C. Executive Committee 6](#_Toc190960634)

[Article IV. Functions and Responsibilities 7](#_Toc190960635)

[A. Leadership 7](#_Toc190960636)

[B. Advocacy 7](#_Toc190960637)

[C. Planning/Development 7](#_Toc190960638)

[D. Regulation 8](#_Toc190960639)

[E. Assessment/Reporting 9](#_Toc190960640)

[Article V. Organizational Structure 9](#_Toc190960641)

[A. Curriculum Planning and Development Committee 9](#_Toc190960642)

[B. Advocacy Committee 10](#_Toc190960643)

[C. Student Advocacy and Interests Committee 11](#_Toc190960644)

[D. University Educator Preparation Program Assessment and Reporting Committee 11](#_Toc190960645)

[Article VI. CTE Meetings 12](#_Toc190960646)

[A. Regular Meetings 12](#_Toc190960647)

[B. Quorum 12](#_Toc190960648)

[C. Voting 12](#_Toc190960649)

[D. The Agenda 13](#_Toc190960650)

[E. Minutes 13](#_Toc190960651)

[F. Special Meetings 13](#_Toc190960652)

[G. Reporting 13](#_Toc190960653)

[Article VII. Review of these Bylaws 14](#_Toc190960654)

 **

# Article I. Purpose

The Council for Teacher Education & Educator Licensure (CTE) is an established external committee of the Academic Senate that reports to the Academic Affairs Committee and the Provost. Its primary charge is to oversee academic programs leading to licensure of teachers and school personnel, and other professional education personnel who work in PK-12 school settings. In this role, the CTE has five primary areas of responsibility: Leadership, Advocacy, Planning and Development, Regulation, and Assessment and Reporting.

# Article II. Membership

### A. CTE Composition

The CTE shall be comprised of 29 total members, of which 28 members shall be voting and one member shall be non-voting. There shall be at least a simple majority of voting members on the council.

1. Voting Members

Membership shall come from the following units and be confirmed by the Faculty Caucus of the Illinois State University Academic Senate:

* + 1. College of Arts and Sciences (CAS): 5 members (1 Dean’s representative & 4 faculty members or teacher education program coordinators or directors)
		2. College of Applied Sciences and Technology (CAST): 2 members (1 Dean’s representative & 1 faculty member or teacher education program coordinator or director)
		3. College of Business (COB): 1 member (1 Dean’s representative)
		4. College of Education (COE): 6 members (6 faculty members or teacher education program coordinators or directors; recommend

Educational Administration and Foundations (EAF) 1, Special

Education (SED) 2, Teaching and Learning (TCH) 3)

* + 1. Milner Library: 1 member (1 dean’s representative)
		2. Mennonite College of Nursing (MCN): 1 member (1 Dean’s representative)
		3. Wonsook Kim College of Fine Arts (WKCFA): 2 members (1 Dean’s representative & 1 faculty member or teacher education program coordinators or directors)

1. Other Members, voting:

* + 1. The COE dean or designee (1 member)
		2. The Undergraduate Curriculum Committee member or designee (1 member)
		3. The Director of the Cecilia J. Lauby Teacher Education Center (1 member)
		4. The Graduate School Director or designee (1 member)
		5. Provost designee (1 member)
		6. University Laboratory School faculty associate (1 member)

1. Non-Voting Members

One chair from COE in EAF, SED (or) TCH should attend each CTE meeting (this may be on a rotating basis).

1. Students, voting (4)

Four student members who represent educator programs across campus shall be recruited through an all-call process in April of each year where the chair of CTE announces the openings to teacher education candidates via teacher education program coordinators or directors, department chairs and school directors, and the Student Government Association. Students who apply will receive membership on a first-come, first-serve basis within their college, with seats for each college filled by the CTE Executive Committee. Three students shall represent an undergraduate educator preparation program, and one student must be from a graduate program. If a vacancy occurs in the middle of the academic year, the CTE Executive Committee will first review the list of students who applied in April to determine if there is an eligible replacement to fill this position. If there is not an eligible replacement, then the chair of the CTE will recruit a student to serve in this position in the manner described above.

1. Committee Participants

Students, faculty (non-tenure track and tenured/tenure track), staff, teacher education program coordinators or directors, and administrative professionals who are not members of the Council for Teacher Education may be members of certain standing committees of the Council for Teacher Education.

1. Officers:

* 1. CTE chairperson: The CTE chairperson shall be elected from the membership of CTE at the last meeting of the spring semester for a two-year term. The chairperson continues to represent the program from which this person came. If a college dean serves as chair, this person cannot have a designee. Undergraduate and graduate student members

are not eligible to serve as the chair of CTE due to term limits of student positions.

* 1. CTE vice-chairperson: The CTE vice-chairperson shall be elected at the last meeting of the spring semester for a one-year term.
	2. CTE secretary: The CTE secretary shall be elected at the last meeting of the spring semester for a one-year term.

1. Attendance

The business of the CTE requires the regular attendance and full participation of each member. CTE shall follow the bylaws for the Academic Senate with respect to absence and the declaration of vacancies.

### B. Eligibility for Membership

1. Faculty Members and Teacher Education Program Coordinators or Directors

All faculty members and teacher education program coordinators or directors affiliated with an educator preparation program shall be eligible for membership. A faculty associate shall represent the University Laboratory Schools and a librarian shall represent Milner Library.

1. Students

Any student, undergraduate or graduate, who is enrolled full-time in good academic standing and has been admitted to an educator preparation program shall be eligible for membership.

### C. Terms of Office

1. CTE Chairperson

The chairperson shall serve for a two-year term, commencing May 15. This appointment is renewable with membership vote.

1. Members

Appointed members of the CTE shall serve three-year terms. The term of office should start at the beginning of the academic year. This appointment is renewable for up to 2 consecutive terms.

1. Students

Student members shall serve one-year terms. This appointment is renewable.

# Article III. Officers

### A. Elections

At the last regular meeting of the Spring semester, the CTE shall elect a chair, vice-chairperson, and a secretary. The officers (chair and secretary) of the four subcommittees shall be elected by their respective committees at their first fall meeting.

### B. Duties of CTE Officers

1. Chairperson:

* 1. Chairs CTE meetings.
	2. Sets agenda in consultation with the CTE Executive Committee.
	3. Appoints and provides the charge to ad hoc committees of the CTE as deemed necessary to carry out CTE functions.
	4. Sends letter specifying a member’s work with CTE, at the request of a department chairperson or director, in December of each year. A standard student letter will be sent to students at the end of the year.
	5. Chairs the CTE Executive Committee.

1. Vice-Chairperson:

* 1. Acts as chairperson in the absence of the chairperson.
	2. Serves as a member of the CTE Executive Committee.

1. Secretary:

* 1. Collects agenda items from CTE chairperson, Executive Committee members, and from committee agendas; prepares CTE meeting agenda.
	2. Sends agenda to members at least four days in advance of scheduled meetings.
	3. Takes minutes of CTE meetings and sends to members within ten days after each meeting.
	4. Serves as a member of the CTE Executive Committee.

1. Chairpersons of the four standing committees:

* 1. Chair meetings of their respective committees and develop agendas.
	2. Report activities of their respective committee to the CTE on a regular basis.
	3. Serve as members of the CTE Executive Committee or designate a committee member to serve.

### C. Executive Committee

1. Membership

 The Executive Committee of the CTE shall consist of the CTE chairperson, vice-chairperson, secretary, the director of the Cecilia J. Lauby Teacher Education Center, and the four chairpersons of the standing committees or their designees. If there are co-chairs of subcommittees only one must attend.

1. Responsibilities

 The primary responsibilities of the CTE Executive Committee shall include:

* 1. Planning agendas for CTE meetings.
	2. Responding to letters of inquiry or concern that are addressed to the CTE.
	3. Serving as the Teacher Education Review Board (TERB) when needed (due process procedures via the [Cecilia J. Lauby Education Center webpage)](https://teachercenter.illinoisstate.edu/).
	4. Working with the Academic Senate in seeking approval of changes in the bylaws including reviewing as needed the makeup and numbers of CTE membership to ensure fair representation across all teacher education and licensure programs.

# Article IV. Functions and Responsibilities

### A. Leadership

1. Provide leadership for the development and enforcement of academic standards, policies and procedures 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 educator preparation programs.

1. 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. Advocacy

1. Inform the University community about major issues, concerns, and developments in teacher education at the local, state, and national level.

1. Inform the Illinois State Board of Education, accrediting bodies, and other organizations at local, state, and national levels of issues and concerns related to teacher education and programs at Illinois State University.

1. Develop methods for involving public school personnel in CTE activities.

1. Represent student interests in all educator licensure programs, foster community, and provide students a voice in processes.

### C. Planning/Development

1. Work with the Provost, Academic Senate, and the Academic Planning Committee, on specifying the role of teacher education and educator licensure within this multi-purpose institution and participating in academic planning as it relates to teacher education. This planning role includes:

* 1. Anticipating needs for new programs or new initiatives.
	2. Making the Provost and the University’s academic planners aware of these anticipated needs.
	3. Working with the Provost’s office and the University’s planners in seeking ways to request and to obtain funds to implement new initiatives.
	4. Working with the Provost and the University’s academic planners in identifying the nature of the ongoing changing role of teacher education and educator licensure in the mission of the University.
	5. Advising the Provost and University academic planners regarding educator preparation programs which have been designated for consolidation or elimination.

1. Encourage cooperation among the ISU laboratory schools, departments, and colleges to work toward common educational goals.

### D. Regulation

1. Monitor program requirements as mandated by the State or by accrediting bodies in teacher education to assure their timely implementation.

1. Request program approval from the Illinois State Board of Education.

1. Establish and monitor policies related to teacher education curricula within the University.

1. Serve as a curriculum committee within the University curricular process, reviewing and approving teacher education curriculum proposals prior to their submission to the Undergraduate and Graduate Curriculum Committees.

1. Ensure students have the opportunity for due process in resolving problems related to teacher education; this is partially accomplished via the establishment of the Teacher Education Review Board (TERB) and through providing a description of due process procedures via the Cecilia J. Lauby Teacher Education Center web page (see <https://teachercenter.illinoisstate.edu/>). Due process procedures will be reviewed and approved by the CTE, including student members, during scheduled bylaw review or as changes are needed.

1. Ensure the development of assessment plans related to teacher education as mandated by the University, State, and appropriate accrediting agencies or as advocated by the CTE and monitor the implementation of these assessment plans. This includes designing and conducting follow-up studies of teacher education graduates, as well as analyzing and reporting the results to appropriate parties.

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

### E. Assessment/Reporting

1. CTE reports to the Academic Affairs Committee (an internal committee of Academic Senate) and the Provost.

# Article V. Organizational Structure

The CTE shall be composed of four standing committees: Curriculum Planning and

Development, Advocacy, Student Advocacy and Interests, and University Educator Preparation Programs Assessment and Reporting Committee. Each CTE member, with the exception of the COE Dean, non-voting COE chairperson, and the Provost’s designee, shall be assigned by the CTE chairperson in consultation with the CTE Executive Committee to one of these standing committees. Members and non-members may be invited to participate in subcommittee meetings on an ad hocbasis where their expertise is required.

### A. Curriculum Planning and Development Committee

1. The Curriculum Planning and Development Committee shall consist of at least eight CTE members:

* 1. A CTE member from CAS, CAST, COE, WKCFA, and one from

Milner Library or MCN.

* 1. The Undergraduate Curriculum Committee designee.
	2. The Graduate School Director or designee.
	3. One student.

1. The primary responsibilities of the Curriculum Planning and Development Committee shall include:

* 1. Ensure and monitor that degree and licensure requirements related to educator preparation program proposals are in alignment with required standards in collaboration with Undergraduate Curriculum Committee and Graduate Curriculum Committee. Bring to CTE for a vote when committee deems necessary.
	2. Study, formulate, monitor, and recommend policies (in consultation with programs) for the admission and retention of pre-service teachers and other education professionals.
	3. Communicate issues related to educator preparation curriculum and programs with suggestions for changes to ensure student success.

###  B. Advocacy Committee

###

1. The Advocacy Committee shall consist of at least nine committee members (one of whom must represent a graduate program):

* 1. Four CTE members.
	2. At least two additional educator preparation faculty and/or staff who are not members of the CTE.
	3. One CTE student member.
	4. At least one Cecilia J. Lauby Center Representative (non-CTE member).
	5. One laboratory school Faculty Associate (CTE member).

1. The primary responsibilities of the Advocacy Committee shall be to:

* 1. Stay current and proactive with state and national teacher education trends and best practices with Milner Library and Cecilia J. Lauby Teacher Education Center representatives in Educator Licensure by identifying important topics for discussion (for example by communicating with ISBE & school partners, assessment of other institution’s programs...).
	2. Communicate and coordinate discussions concerning national issues and trends with relevant stakeholders.
		1. Anticipate needs for new initiatives in teacher education at the state and national level.
		2. Making the Provost and the University’s academic planners aware of these anticipated needs and supports regarding educator preparation programs which have been designated for consolidation or elimination.
		3. Develop professional development opportunities for the ISU community.
		4. Make recommendations to educator preparation programs.
		5. Inform the Illinois State Board of Education, accrediting bodies, and other organizations at local, state, and national levels of issues and concerns related to teacher education and programs at Illinois State University.
	3. Develop methods for involving public school & lab school personnel in educator preparation activities.
	4. Develop and revise the teacher education strategic plan and conceptual framework in alignment with the University.

### C. Student Advocacy and Interests Committee

1. The Student Advocacy and Interests Committee shall consist of at least seven committee members.
	1. At least one non-CTE representative from Larry and Barbara Efaw Center for Educator Excellence or Cecilia J. Lauby Teacher Education Center.
	2. Three CTE members (with a priority to have various colleges represented).
	3. One student CTE member representing teacher education programs from different colleges.
	4. At least two additional educator preparation program representatives who are not members of the CTE (with a priority to have various colleges represented).

1. The primary responsibilities of the Student Advocacy and Interests Committee shall be to:
	1. Monitor the process and procedures that exist to facilitate student access to due process and aid students in navigating the process (e.g. PERS).
	2. Plan, promote, and judge the annual academic competition.
	3. Foster communication between students and the CTE and recruit potential student CTE or subcommittee members.
	4. Advise CTE and faculty about the needs of educator prep students for educational services and resources.

### D. University Educator Preparation Program Assessment and Reporting Committee

1. The University Educator Preparation Program Assessment and Reporting Committee shall consist of at least ten committee members:
	1. Six CTE members (one from each of the following: CAS, CAST, COE,

WKCFA, COB, and MCN or Milner Library).

* 1. One Assessment Coordinator or Data Assessment representative from the Cecilia J. Lauby Teacher Education Center or University Assessment.
	2. Three to five non-CTE representatives from at least three colleges.

1. The primary responsibilities of the University Educator Preparation Program Assessment and Reporting Committee shall be to:
	1. Review and update the quality assurance system to
		1. Ensure compliance with external regulations.
		2. Verify current knowledge in the field of study.
		3. Evaluate assessments for fairness, validity, and reliability.
		4. Report the results to the CTE.

Note: Multiple data sets are useful for informed program decision making.

* + - 1. Annually provide programs the tools and data to assess, review, plan, set goals & respond to feedback.
			2. Annually review data derived from the assessment system and make concerns and successes known to specific programs and/or to the CTE related to State mandates, accrediting bodies and University goals.
			3. Annually evaluate and recommend suggested areas for improvement for education preparation programs based on data.

# Article VI. CTE Meetings

### A. Regular Meetings

 The CTE should normally hold regular meetings once a month during the academic year and may call additional meetings as needed but not more than twice a month during the academic year. Guests may participate in discussion only with the consent of the chairperson. As an external Senate committee, meetings of the CTE and CTE subcommittees are governed under the Open Meetings Act.

### B. Quorum

Where not otherwise specified by the Senate, a quorum must be present to conduct CTE or committee business. A quorum shall be determined according to procedures established in Article V, Section 5.4(D) of the Illinois State University Academic Senate bylaws.

### C. Voting

Decisions of the CTE shall be made by simple majority of the voting members present and casting votes when a quorum is present. Present voting members shall include those members physically present, and those members permitted to join the meeting via video and audio conference resulting from an official accommodation as established in the University Policies and Procedures 1.3.1. The usual method for taking a vote is by voice. A member of the CTE may call a hand or roll call vote.

### D. The Agenda

Members of the Illinois State University community desiring to bring specific matters to the attention of the CTE shall communicate in writing to any member of the CTE Executive Committee. The secretary of the CTE shall publicize the agenda at least four days before each regular meeting. Members of the CTE may introduce subjects at any meeting for consideration at a subsequent meeting.

### E. Minutes

Approved minutes of the CTE meetings shall be emailed to members of the CTE and others upon request and posted on the CTE website within ten days after each meeting. At least one permanent file of minutes shall be kept electronically by the clerical support person for the CTE.

### F. Special Meetings

Upon written request of at least one-third of the CTE members, special meetings must be called by the CTE chairperson within five school days of the receipt of the request.

### G. Reporting

The Council for Teacher Education and Educator Licensure is a standing committee of the Academic Senate. The Council for Teacher Education and Educator Licensure reports annually to the President and the Faculty Affairs Committee of the Academic Senate. Written sub-committee reports as well as a Council for Teacher Education summary are submitted.

# Article VII. Review of these Bylaws

These bylaws and the conceptual framework for professional educator preparation at Illinois State University, shall be reviewed by the Executive Committee at a minimum every five years following the last approval by the Academic Senate. Recommendations of this Committee shall be submitted to the CTE and the Academic Senate for approval.

* (Approved May 2, 1989 by Council for Teacher Education)
* (Revised October 3, 1989/Reapproved October 17, 1989 by Council for Teacher Education)
* (Approved by Academic Senate November 28, 1990)
* (Revised December 7, 1993/Reapproved February 1, 1994 by Council for Teacher Education)
* (Reapproved December 6, 1994 by Academic Senate)
* (Revised December 2, 1997/Reapproved January 20, 1998 by Council for Teacher Education)
* (Reapproved by Academic Senate March 18, 1998)
* (Revised and Reapproved January 23, 2001 by Council for Teacher Education)
* (Revised and Reapproved December 4, 2001 by Council for Teacher Education)
* (Revised and Reapproved April 30, 2002, by Council for Teacher Education)
* (Reapproved by Academic Senate March 5, 2003)
* (Revised and Reapproved October 7, 2003, by Council for Teacher Education)
* (Revised and Reapproved April 15, 2008, by Council for Teacher Education)
* (Approved March 7, 2017 by Council for Teacher Education)
* (Approved May 7, 2024 by Council for Teacher Education)
* Revised on March 5, 2025
* (Approved by Academic Senate March 5, 2025)