PURDUE UNIVERSITY
TEACHER EDUCATION COUNCIL
CONFIGURATION and OPERATIONAL GUIDELINES

Introduction

Since its inception in 1963, the Teacher Education Council (TEC) at Purdue University has been broadly representative of the academic colleges, departments, and programs that participate in the undergraduate and graduate instruction of students preparing to meet licensure requirements. The TEC was constituted to “represent the University faculty in the establishment of academic standards for all students pursuing curricula leading to teacher certification.”

The Teacher Education Council (TEC) is comprised of 22 members of the teaching faculty and administrative professional staff in academic units preparing professional educators on the West Lafayette, Calumet, and North Central campuses. In addition, the College of Education (COE) Dean chairs the TEC and is its chief executive officer. Membership in the TEC also includes the following COE ex-officio representatives: Associate Dean for Learning (who serves as vice chair), Department Heads, Directors of the Offices of Advising and Recruiting, Diversity Initiatives, Field Experiences, Strategic Assessment, and Professional Preparation and Licensure as well as the Assistant Dean for Engagement and Assistant Dean for Teacher Education, who serves as administrative facilitator. Two representatives of the Program Convener Council and also an Engineering Education representative participate as ex-officio members of the TEC.

Membership on the Council is for a three-year term and has been apportioned among academic colleges and regional campuses according to numbers of teacher education students at the undergraduate and graduate levels. Membership, therefore, represents the College of Education (the accreditation “Unit”), as well as the Colleges of Agriculture, Health and Human Sciences, Liberal Arts, Science, and Technology. In addition, members also represent Purdue North Central and Purdue Calumet as well as the P-12 community. Finally, both undergraduate and graduate student representatives are members of the Council.

Statement of Purpose

1. Serve as the overall coordinating organization in effecting total utilization of University resources to prepare education professionals;

2. Serve as the central body in the furtherance of an interdisciplinary approach to teacher education and related activities at the undergraduate and graduate levels; and

3. Provide for and encourage wide participation in policy making for the development and continuance of effective programs of teacher education characterized by balanced strength in general studies, content specialization, and pedagogy.
Functions of the Teacher Education Council

The Teacher Education Council shall:

1. Sponsor and maintain a continuing discussion of the educational needs of prospective teachers, administrators, counselors, and other education personnel;
2. Ensure a continuous review of teacher education at Purdue University;
3. Initiate consideration of teacher education issues such as programs, licensure, and accreditation; with the continuing role of the TEC in such actions specified in the flow chart Participation of the Teacher Education Council in Circular Redesign of Teacher Education Programs;
4. Designate the College of Education Dean as the chief executive officer of the TEC and the following duties:
   a) Chair the TEC and the Executive Committee of the TEC,
   b) Bring to the attention of the TEC problems of all types that affect teacher education and recommend to the TEC new policies or changes in policy in the area of TEC responsibility,
   c) Supervise all supporting activities of the TEC and carry out its formal actions,
   d) Serve the general directives of the President of Purdue University,
   e) Recommend to the President of Purdue University establishment of committees as may be necessary and members to be appointed by the President or his/her designee, and
   f) Act for the President of Purdue University with respect to administrative relationships with state and national agencies concerned with and involved in teacher education;
5. Periodically review the appropriateness of its organization and make adjustments; and
6. Recommend to the Graduate Council for consideration and final approval those academic matters affecting teacher education at the graduate level.

Teacher Education Council Committee and Advisory Group

Executive Committee
The Teacher Education Council Executive Committee (TECXC) is comprised of the College of Education Dean as its chair, the Associate Dean for Learning (ex-officio), and the Assistant Dean for Teacher Education (ex-officio), as well as five members of the TEC who are elected to the TECXC. One representative of the Program Convener Council also will serve as an ex-officio member on the TECXC.

The elected members of the TECXC shall be selected in the spring for two-year terms. In order to provide for rotation of membership, no elected member shall serve on this committee for more than one term; following at least a one-year interim, however, a person may be re-elected to the TECXC. To provide for continuity, terms of members shall be staggered as much as possible so no more than three new members are serving at a given time.

The Teacher Education Council Executive Committee (TECXC) shall:

1. Receive communications directed to the TEC and make proper disposition of them by either placing them on the TEC agenda or acting for the TEC if the matter is routine;
2. Prepare the agenda for the TEC meetings;
3. Assist the chair in making effective the formal actions of the TEC; and
4. Facilitate cooperation among campuses, academic colleges, schools, departments, and programs on new policies and changes in policy.
Special Cases Committee
The TEC Special Cases Committee is comprised of the COE Associate Dean for Learning as its chair, a representative from the Office of the Dean of Students Disability Resource Center and seven members of the TEC elected to the committee each year, from which a draw of three members will serve each time the committee is assembled to hear a matter referred to it.

The purposes of the TEC Special Cases Committee shall be to hear testimony and recommend to the COE Dean cases of the following types:

1. Candidates who have not met criteria for proceeding in a teacher education program and who desire a hearing;
2. Issues of judgment that cannot be resolved by the Office of Professional Preparation and Licensure;
3. Issues related to dispositions of candidates, as required by institutional, state, and professional standards; and
4. Issues related to University-approved fitness criteria that may be identified, advertised, and documented for individual candidates.

Program Convener Council
The Program Convener Council is a collaborative and advisory body to the TEC that is comprised of the program conveners (leaders) of all initial and advanced teacher licensure programs at Purdue. The College of Education (COE) Associate Dean for Learning chairs the Program Convener Council. The Assistant Dean for Teacher Education and COE Director of the Office of Strategic Assessment serve as ex-officio members.

The purposes of the Program Convener Council are to:

1. Encourage and support teacher education programs at Purdue;
2. Discuss common issues affecting teacher education at Purdue;
3. Provide support for the accreditation of teacher education at Purdue;
4. Encourage networking, collaboration, and professional development among teacher education program faculty and staff; and
5. Serve as an advisory body to the TEC and provide recommendations as needed.

The Council will meet approximately monthly during the academic year (September – April) at the discretion of the chair. Each spring the members of the Program Convener Council will elect two of its members to serve staggered terms as representatives of the Program Convener Council to the TEC. One of these individuals also will serve a two year term on the TECXC as an ex-officio member, usually the representative in year-two of his/her term.

Teacher Education Foundations Committee
The Teacher Education Foundations Committee is comprised of faculty of teacher education foundations courses. The Associate Dean for Learning serves as its chair. Ex-officio members include the Assistant Dean for Teacher Education and COE Director of the Office of Strategic Assessment.

The purposes of this committee are to:

1. Regularly review the foundational learning experiences for initial licensure teacher education programs at Purdue to maximize both the quality and efficiency of Purdue teacher education;
2. Make recommendations to the Program Convener Council regarding these experiences;
3. Assist in ensuring that foundation teacher education experiences are well-articulated and coordinated and meet national, state, and institutional standards.

Committee recommendations to the PCC may address the format, structure, scheduling, curriculum, staffing, clinical experiences, and other aspects of foundational experiences. The Committee will meet approximately four times during the academic year (September – April) at the discretion of the chair.
**TEC Operational Standards**

In order to perform effectively, the Teacher Education Council (TEC) shall meet the following operational standards as indicated by the stated criteria:

1. Meet a minimum of two times per year, one time each semester; (Criterion: Minutes will document at least two meetings per year)

2. Provide orientation for new members; (Criterion: Distribution of orientation material will be verified by TEC minutes)

3. Utilize the Executive Committee (TECXC) to prepare the agenda of the TEC; (Criterion: Minutes of the TECXC will document meetings prior to each TEC meeting)

4. Utilize the Special Cases Committee to ensure due process for students seeking redress; (Criterion: A list of cases and committee actions will verify that each request for a hearing that was consistent with the purposes of this committee resulted in a hearing and recommendation to the COE Dean, who then acted upon the recommendation)

5. Utilize the Program Convener Council (PCC) as an advisory body to the TEC; (Criterion: Minutes of TEC and Program Convener Council meetings will reflect Program Convener Council recommendations and input into TEC deliberations)

6. Utilize the Teacher Education Foundations Committee as an advisory body to the PCC; (Criterion: Minutes of PCC meetings will reflect Teacher Education Foundations Committee recommendations and input into PCC deliberations)

7. Ensure that TEC agenda materials are distributed to members one week prior to each meeting via electronic or hard copy, reflecting the individual preferences of TEC members; (Criterion: The COE Dean will verify timely distribution)

8. Provide centralized leadership regarding teacher education issues and activities; (Criterion: Responses to state agency calls for input from Purdue University will be coordinated by the TEC through the COE Dean)

9. Provide leadership in determining the system of checkpoints through which all teacher education students must pass at this university in order to be recommended for licensure; (Criterion: Minutes of TEC meetings will reflect discussion and approval of such a system)

10. Adopt policy pertaining to teacher education at Purdue University. (Criterion: Minutes of TEC meetings will record such policy)

**Timeline for Submission of TEC Agenda Items**

1. The TECXC approves the agenda for TEC meetings. Therefore, any proposed agenda items for the TEC, such as new program proposals, substantive programs updates, etc., need to be submitted to the TECXC for review. In general, the TECXC meets 2-3 weeks BEFORE each TEC meeting to discuss and approve the agenda for the upcoming TEC meeting. In order to accommodate the distribution schedule, as requested by members, proposal materials must be received by the TEC secretary at least one week prior to TECXC meeting. Proposal materials received after that time will be considered for review at the following TECXC meeting. In practice, this means that potential agenda items for the TEC need to be submitted 4-6 weeks prior to the TEC meeting where they will be discussed.

2. After receiving approval by the TECXC to be placed on the TEC agenda, materials supporting agenda items, such as program proposals, must be received by the TEC secretary no later than 1 ½ weeks prior to the TEC meeting. Materials received after that time will be considered by members at the following TECXC meeting and possibly placed on the next TEC meeting agenda.
TEC CONFIGURATION

To facilitate widespread yet efficient participation in the Teacher Education Council (TEC), the following describes the Council configuration. Since change continues and is expected to occur for continuous improvement in teacher education curriculum and programs, it is mandatory that governance mechanisms enable faculty to implement change in a timely and systematic manner. A way to accomplish this goal is to ensure broad representation on the TEC to reflect multiple perspectives and solutions to problems. This governance system is described below in greater detail.

**Ensuring Broad Representation on the TEC**

The principles for ensuring broad representation, that were approved by the TEC originally in spring 1999, revised in 2005, reconfirmed with added representatives in 2008, revised in 2010, 2011, and 2013 included: (a) representation on the Council of each academic college that prepares teachers (b) roughly proportional representation according to the number of students preparing to be teachers in each academic colleges (c) representation that systematically includes not only Purdue faculty but also professional staff with teacher education responsibilities, as well as students and P-12 partners.

Based upon the principles on which the TEC agreed, the following is the configuration for representation on the TEC:

<table>
<thead>
<tr>
<th>College of Education (COE, the “Unit”)</th>
<th>6 (one of whom should represent P-12; with 3 other representatives from C&amp;I [2 of whom must be faculty] and 2 other representatives from Ed. Studies [1 of whom must be faculty])</th>
</tr>
</thead>
<tbody>
<tr>
<td>College of Health and Human Sciences</td>
<td>3 (with at least 1 faculty member)</td>
</tr>
<tr>
<td>College of Liberal Arts</td>
<td>3 (with at least 1 faculty member)</td>
</tr>
<tr>
<td>College of Science</td>
<td>2 (with at least 1 faculty member)</td>
</tr>
<tr>
<td>College of Agriculture</td>
<td>1 (faculty member)</td>
</tr>
<tr>
<td>College of Technology</td>
<td>1 (faculty member)</td>
</tr>
<tr>
<td>Purdue Northwest-Calumet Campus</td>
<td>1 (faculty member)</td>
</tr>
<tr>
<td>Purdue Northwest-North Central Campus</td>
<td>1 (faculty member)</td>
</tr>
<tr>
<td>Undergraduate student</td>
<td>1 (appointed by Unit Head)</td>
</tr>
<tr>
<td>Graduate student</td>
<td>1 (appointed by Unit Head)</td>
</tr>
<tr>
<td>P-12 representatives</td>
<td>2 (appointed by Unit Head)</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>22, plus Chair</td>
</tr>
</tbody>
</table>

Ex Officio
- Two Program Convener Council Representatives
- One Engineering Education Representative
- COE Associate Dean for Learning, who serves as vice chair of the Council
- COE Assistant Dean for Engagement
- COE Department Heads
- COE Director of the Office of Advising and Recruiting
- COE Director of the Office of Diversity Initiatives
- COE Director of the Office of Field Experiences
- COE Director of the Office of Strategic Assessment
- COE Assistant Dean for Teacher Education and Director of the Office of Professional Preparation and Licensure who provides administrative facilitation for the Council
Ensuing Systematic Review and Approval of Program Approval and Curricular Revisions

The process for revising courses and programs in teacher education must allow input from the TEC at both the early and final stages of faculty approval. It is also important for the campus-wide TEC to be kept apprised of the work related to those changes as it occurs.

Thus, input from the TEC—and informational updates provided to it—at multiple points in curricular revision ensure that (a) there is understanding of and concurrence with directions being pursued by program faculty in addressing course and program changes; (b) program faculty can engage in extensive curricular redesign activities with the assurance provided by initial input and concurrence of TEC; and (c) there is continued engagement with the TEC through updates at each stage of the design process. Utilizing this model, the representatives to the TEC assume responsibility for review, input, and confirmation.

The configuration of the TEC is designed to facilitate excellent communication and deliberation between those faculty proposing revisions in their areas of responsibility and those serving a campus-wide role as TEC members. With the formalization of this model for change in teacher education at Purdue, the process for TEC participation in campus-wide curricular redesign is as follows:

1. Initial redesign concept developed by program faculty,
2. Program faculty present redesign concept to TEC for discussion and input (with TEC vote of concurrence serving as permission to proceed),
3. Regular updating of TEC by program faculty regarding design progress,
4. Curricular approval given by department and college (also Graduate School, in the case of graduate redesign) following completion of redesign,
5. Final scrutiny by TEC regarding: Coherence of redesigned program with approved concept; consistency with CAEP, InTASC, professional associations, and state standards; consistency with the state licensing framework, coherence with the Purdue professional preparation model and conceptual framework (with coherence, consistency, and quality as the basis of confirmation by TEC), and
6. Submission of program changes to the state for approval or subsequent revision and resubmission as needed.

Participation of the Teacher Education Council (TEC) in Curricular Redesign of Teacher Education Programs