

TEXAS WOMAN’S UNIVERSITY
COUNCIL FOR EDUCATOR PREPARATION (CEP)
BYLAWS

ARTICLE I: NAME AND DEFINITION OF THE COUNCIL

Section 1: Definition of the Council for Educator Preparation (CEP)

The Council for Educator Preparation (CEP) is a university-wide body of TWU faculty, TWU staff, and external partners. The main purpose of CEP is to assist the educator preparation program (EPP) in staying in compliance with Texas Administrative Code (TAC) Subchapter C, §228.25, which states that “an advisory committee with members representing at least three out of the five groups identified as collaborators in subsection (a) of this section shall assist in the design, delivery, evaluation, and major policy decisions of the educator preparation program (EPP) and shall meet a minimum of once during each academic year. The approved EPP shall inform each member of the advisory committee of the roles and responsibilities of the advisory committee.” Subsection (a) states, “the preparation of educators shall be a collaborative effort among public schools accredited by the Texas Education Agency (TEA) and/or TEA-recognized private schools; regional education service centers; institutions of higher education; and/or business and community interests; and shall be delivered in cooperation with public schools accredited by the TEA and/or TEA-recognized private schools.”

The council shall serve in an advisory role to provide feedback on matters affecting the University’s educator preparation programs.

Section 2: Governance of the CEP

The Council for Educator Preparation (CEP) functions as the recommending body for the EPP at TWU. Educator Preparation is represented in multiple colleges across the University.

The CEP shall elect a chair and a vice chair to serve two-year terms. After serving two years, the chair-elect will step into the role of chair and serve another two years in that capacity, making the individual’s total term of service four years in those leadership positions. The CEP makes recommendations regarding educational programming to the Dean of the College of Professional Education (COPE) in compliance with both state and national requirements.

Section 3: CEP Representation

Faculty representatives are appointed by the Deans of the appropriate colleges in consultation with the respective departments. Membership is apportioned among the colleges which have educator preparation programs based on each college’s percentage of students admitted to the EPP based on the previous academic year. Members serve three-year staggered terms. In addition, the CEP appoints two student representatives. Student CEP members are appointed by the Dean of the College the student represents, from recommendations from the current CEP members. Student representatives are

appointed for a minimum one-year term starting in September and ending in August.

Faculty CEP members are appointed by the Dean of each college represented on the CEP for a three-year term starting in September and ending in August. After a general announcement to faculty, Deans will seek recommendations for appointment to the CEP from the faculty members in the various departments represented in the CEP. At the end of the three-year term another faculty representative may be appointed, or the current one may be reappointed; terms will be staggered. Representatives from the following areas may participate in the CEP as ex-officio members:

College Deans; Graduate School; Undergraduate Studies & Academic Partnerships; Institutional Research and Data Management; Office of Institutional Improvement; Student Life; Enrollment Services; Academic Assessment; Library; Pioneer Center for Student Excellence; Pioneer Center for Faculty Excellence, and EPP leadership. Ex-officio members are non-voting members whose work may be affected by the actions of the Council or who could provide helpful guidance to the council when requested. Representatives from other university entities may attend/participate as ex-officio members upon approval of the Council. The Chair will send out a list of meeting dates to all ex-officio members at the beginning of each fall.

ARTICLE II: RELATIONSHIP TO OTHER UNIVERSITY COUNCILS

Since the CEP is the official body for recommending actions regarding the development, administration, evaluation, and revision of undergraduate and graduate educator preparation courses, programs, and faculty pertaining to educator preparation, it has the following relationships with other university Councils and specific responsibilities.

The CEP is a committee, the majority of which is made up of faculty representatives, that monitors and collaborates in the collective mission of the EPP framework. The CEP is the initial step in the process of university-wide councils reviewing proposals for additions to and changes in degree programs and/or emphasis areas in educator preparation programs. The CEP's review of proposals focuses on the examination of educator preparation issues and concerns in programs with regards to state certification requirements and university protocols and practices. After reviewing proposals, the CEP sends its recommendations forward within the University as needed.

ARTICLE III: AREAS OF RESPONSIBILITY

CEP recommends actions regarding the development, implementation, coordination, evaluation, and revision of undergraduate and graduate educator preparation programs and policies at TWU to the next level of university governance. The CEP responsibilities include, but are not limited to, the following areas:

A. Communication

The CEP is a forum for disseminating and discussing information related to educator preparation from external agencies, bodies, and professional associations, particularly in regard to required rules, regulations, and policies of state and federal agencies as they impact educator preparation programs. The EPP remains informed about external issues and needs affecting our programs and works with external partners to develop solution-oriented strategies.

B. Curriculum and Programs

The CEP reviews and recommends actions on proposed programs and/or program changes related to educator preparation curriculum, issues, and standards. This review facilitates communication and implementation of educator preparation and standards across the university.

C. Students

1. Admissions. The CEP systematically reviews and makes recommendations on university-wide admissions criteria and procedures for educator preparation programs leading to state certification.
2. Recruitment. The CEP reviews and makes recommendations regarding efforts, strategies, and activities to recruit diverse, high-quality students for educator preparation programs.
3. Retention. The CEP recommends strategies, policies and/or procedures regarding the retention of students in educator preparation programs.

ARTICLE IV: COMMITTEE ORGANIZATION

The Council for Educator Preparation shall elect a chair and a vice-chair to serve two-year terms. The CEP accomplishes its responsibilities through the work of the following committees:

A. Executive Committee

The Executive Committee consists of the CEP Chair, Vice-Chair, and chairs of the standing committees. Ex Officio members are the Dean of COPE and other EPP leaders. This committee is responsible for:

1. preparing the agenda for the one fall and two spring meetings
2. developing long range plans to present to the CEP and Dean of the College of Professional Education, and
3. assisting the Dean of the College of Professional Education whenever requested concerning matters of educator preparation programming at TWU.

B. Clinical Practices Committee

This committee is responsible for reviewing and making recommendations to the CEP in regard to:

1. policies and procedures for the placement of students in appropriate clinical experiences;
2. the development and implementation of high quality clinical and field

- experiences;
- 3. procedures related to the evaluation of candidates in and practices regarding clinical experiences

C. Academic Programs Committee

This committee is responsible for reviewing and making recommendations to the CEP in regard to:

- 1. requirements for specific certificate programs;
- 2. educator preparation courses related to educator preparation degrees/certifications;
- 3. proposals for new programs or revisions of existing programs.

D. Education Student Affairs Committee

This committee is responsible for reviewing and making recommendations to the CEP in regard to:

- 1. best practices for ensuring diversity among educator candidates;
- 2. candidate admission to educator preparation, including appeals;
- 3. best practices and strategies for recruitment and retention of educator candidates;
- 4. dispositions of educator preparation candidates.
- 5. reviewing financial assistance requests before submitting to the Dean of COPE
- 6. working with the CEP Vice-Chair to ensure the efficiency and success of EPP interviews.

E. Assessment Committee

This committee is responsible for reviewing and making recommendations to the CEP to:

- 1. encourage the creation and maintenance of an assessment climate that promotes the meaningful use of assessment data;
- 2. review and disseminate information to faculty on best practices for student learning outcomes assessment and meeting accreditation standards;
- 3. serve as a vehicle for communication and to facilitate information about assessment to share across units; and,
- 4. promote the improvement of processes and celebration of successes of assessment across the EPP.

ARTICLE V: EXTERNAL PARTNERS

The following representatives will be staggered and rotated among the entities to be represented:

Minimum of two P-12 local education agency representatives are appointed by the Chair of the CEP from recommendations by CEP members and input from departments, for a two-year term beginning in September and ending in August. They may be reappointed. Terms will be staggered.

Minimum of two community college representatives are appointed by the Chair of the CEP from recommendations of CEP members for a two-year term starting in September and ending in August.

Minimum of two Regional Education Service Center representatives are appointed by the Chair of the CEP from recommendations of CEP members for a two-year term starting in September and ending in August.

ARTICLE VI: RESPONSIBILITIES OF CEP MEMBERS

Members are expected to:

- A. Attend all regularly scheduled meetings of the CEP.
- B. Serve as the primary communicator for their programs and faculty. They will communicate concerns of the CEP to faculty and concerns of faculty to the CEP.
- C. Members of the CEP are expected to represent and consider what is in the best interests of candidates and P-12 students in their discussions.
- D. Members are also expected to maintain the success of EPP admissions interviews for initial teacher certification applicants through the following:
 - a. Provide support to the Office of Educator Preparation Services with substitute interviewers if needed. If substitutes are needed, it is the responsibility of the program representative to contact the chair of CEP to recruit substitutes.
 - b. Communicate assigned weeks for EPP admissions interviews for initial teacher certification applicants to their faculty.
 - c. Recruit and train faculty in their programs to assist with EPP admissions interviews for initial teacher certification applicants. Members lacking support from their academic components should contact the CEP Chair & Vice-Chair for assistance.
 - d. Members are expected to participate in a minimum of **8** interviews of initial teacher certification students seeking admission to the EPP per academic year.

ARTICLE VII: VOTING

Full Council Voting

The voting members of the Council for Educator Preparation make recommendations to the Dean of COPE in accordance with state and national accreditation requirements, best practices for high-quality educator preparation, and continuous improvement.

Proxy Voting

While proxy voting is discouraged, members may select a proxy (a current CEP member) as long as an email designating the person as proxy is given to the CEP Chair by the start of the meeting. A CEP member may hold only one proxy vote (may represent one person and him or herself, maximum).

Online Voting

When necessary, the council will vote electronically on time-sensitive items of business after discussion.

- A three (3) business day window will be allowed for electronic voting.
- A motion and a second will be made to vote. A motion and a second will be made for discussion, which will be open for 24 hours.
- A vote will take place.

Voting options:

For_

Against_____

Abstain_____

Hold for additional discussion at next meeting_____

ARTICLE VII: RESIGNATIONS AND REPLACEMENTS

Faculty CEP members must submit a letter of resignation to the Dean of their college and send a copy to the Chair of the CEP. The Dean of the CEP member's college may appoint a replacement for the CEP member for the remainder of the member's term. Replacement CEP members should be selected based on recommendations from the faculty in the department with a program to be represented. Student and external partners must submit a letter of resignation to the Chair of the CEP who, in consultation with CEP members, will replace the representative for the remainder of the member's term.

If any CEP representative is not consistently participating by attending CEP meetings, CEP subcommittee meetings (or completing committee assignments), or participating in EPP initial teacher certification admission interviews, the Chair of the CEP will initiate a conversation with the representative. If necessary, the Chair will consult the appropriate academic component administrator and Dean concerning the CEP member's lack of participation. This may result in the replacement of the representative at the Dean's discretion.

ARTICLE IX: OFFICERS

The officers of the CEP shall be the Chair, Vice Chair, and Chairs of all CEP committees. The Administrative Assistant to EPP Leadership serves as the Executive Secretary of the CEP and records meeting minutes.

A. Chair

The Chair's responsibilities include but are not limited to:

1. Chairing the regular meetings of the CEP and its Executive Committee.
2. Maintaining the Council for Educator Preparation Bylaws.
3. Communicating with internal and external partners.
4. Establishing the agenda.

5. Sharing reports from EPP staff and administration.
- B. Vice Chair
- The Vice Chair's responsibilities include but are not limited to:
1. Assisting the Chair with CEP activities and responsibilities.
 2. Chairing the CEP meetings when the Chair cannot do so.
 3. Chairing the CEP Executive Committee when the Chair cannot do so.
 4. Assisting with the efficiency and success of EPP interviews.
- C. Committee Chairs
- Committees are designated within the CEP to address and research issues.
- Committee Chairs' responsibilities include but are not limited to:
1. Chairing the regular meetings of the committee.
 2. Executing the charge of the committee.
 3. Communicating concerns of the committee members to the Officers and the CEP.
 4. Attending the Executive Committee meetings

ARTICLE X: EXECUTIVE COMMITTEE

The purpose of the CEP Executive Committee is threefold: (1) to prepare the agenda for the one fall and two spring meetings (2) to develop long range plans to present to the CEP and Dean of the College of Professional Education, and (3) to assist the Dean of the College of Professional Education whenever requested concerning matters of educator preparation programming at TWU.

- A. Executive Committee Membership
- The Executive Committee consists of the CEP Chair, Vice-Chair, and chairs of the standing committees. Ex Officio members are the Dean of COPE and other EPP leaders.
- B. Executive Committee Meetings
- The Executive Committee shall meet prior to the full council meeting of the CEP. The Administrative Assistant to the EPP serves as the Executive Secretary of the CEP and records meeting minutes. Other meetings may be called by the Chair of the CEP as needed. Normally, members should be given a notice of one week for a meeting.
- C. Duties and Responsibilities of the Executive Committee
- The Executive Committee shall prepare the agenda, review proposals for the meeting, initiate action, and oversee long-range planning for the CEP.

ARTICLE XI: MEETINGS

The CEP meets once in the fall and twice in the spring. Additional meetings may be required at the discretion of the Executive Committee. Meetings are open to all university faculty members, educator preparation students, and local education agency

representatives. External partners are officially invited to at least one meeting a year but are welcome to attend any meeting. Additionally, the CEP follows TAC 228.20 (b), which states, "... An advisory committee with members representing as many as possible of the groups identified as collaborators in this subsection shall assist in the design, delivery, evaluation, and major policy decisions of the educator preparation program (EPP). The approved EPP shall inform each member of the advisory committee of the roles and responsibilities of the advisory committee and shall meet a minimum of once during each academic year." Chair will include this language in the first of the year invitation to CEP Meetings that will be sent to all stakeholders.

Section 1: Quorum

A simple majority of the voting members of the CEP constitutes a quorum.

Section 2: Special Meetings

The Chair may call special meetings as needed. Any committee Chair may request a special meeting. At least one week's notice and an agenda should be given for all meetings unless an emergency situation does not permit this notification time.

Section 3: Meeting Agenda

Items for the agenda must be submitted to the Chair at least 2 working days prior to the regularly scheduled Executive Committee meeting date (one week before the CEP meeting). The meeting agenda is distributed to CEP members, Deans, and Chairs of departments with educator preparation programs one week before regular meetings. Representatives will be encouraged to post meeting information for notification of all interested parties. Items for voting will be distributed with the agenda one week prior to the regularly scheduled meeting. EPP staff and administrators are encouraged to submit any necessary reports to the Chair or provide a link to updated information.

Standard Agenda Format

- 1.0 Call to Order
- 2.0 Approval of Minutes
- 3.0 Reports:
 - COPE Dean
 - EPP administration
 - EPP staff
 - Committee Chairs
- 4.0 External Partners Review and Solutions-Based Strategies
- 5.0 Unfinished Business
- 6.0 New Business
- 7.0 Announcements
- 8.0 Adjournment

Section 4: Minutes

The Administrative Assistant to EPP leadership serves as the Executive Secretary of the CEP and records meeting minutes and sees that it is distributed to CEP members, Deans, and Chairs of departments with educator preparation programs

no later than a week after the regular monthly meeting. Reports of committees are summarized in the minutes and copies of the complete reports and are available through a central repository. Minutes of special meetings are recorded by a selected committee member and distributed to the above people in a reasonable amount of time.

ARTICLE XII: AMENDMENTS TO THE BYLAWS

These bylaws may be amended at any regular meeting of the Council by a two-thirds vote provided the amendment has been submitted in writing at least a week ahead to the executive committee and the full council.

Amendments to the bylaws must then be approved by the Dean of COPE.

Updated and approved September 2025