GOVERNANCE & POLICIES: TEACHER EDUCATION COORDINATING COUNCIL
College of Education
University of Nevada, Reno

I. Introduction
As the primary policy-making body for teacher education at the University of Nevada, Reno, the Teacher Education Coordinating Council (TECC) is an important means of promoting viable teacher education programs. This document is the basis upon which the TECC functions in its governing capacity.

Teacher Education programs at the University of Nevada, Reno leading to teacher licensure include the following:

Undergraduate
Integrated Elementary Teaching Program (IETP), with specializations in:
  Early Childhood Education
  Special Education
  English Language Learners
Secondary Education Program
  BA-Ed and BS-Ed degree choices for all available teaching majors (see addendum), with the exception of English, which requires a BA-Ed degree.

Graduate
Elementary Education (Master's first-time licensure & certificate, in process)
Secondary Education (Master's first-time licensure & certificate, in process)
Teaching English as a Secondary Language (Certificate)
Special Education
Literacy Studies

II. Name and Composition
The name of the governing council for teacher preparation programs at the University of Nevada, Reno (hereafter, UNR) is the Teacher Education Coordinating Council. Hereafter, it shall be referred to in this document as the TECC.

The TECC is made up of representatives of programs across the College of Education, and includes the Associate Dean, the Director of the Teacher Education and Human Development Division, the Director of the Professional Specialized Studies Division, representatives from the 5 teacher licensure program areas (IETP, Secondary, Elementary Master's first-time licensure, Special Education, and Literacy), the Advising Center Coordinator, and the Director of the Office of Field Experiences.

The TECC includes two standing committees: Assessment and Appeals. In addition, the TECC may form ad hoc committees to generate and review curricular proposals.

The TECC meets on a monthly basis on the second Thursday throughout the academic year.
III. Purpose and Functions of the TECC

The TECC, in collaboration with the Teacher Education Advisory Council, makes policy decisions for initial and advanced teacher preparation programs, serves as the curriculum review body for all proposed changes to teacher preparation programs, and provides representation for the following functions. The TECC is responsible for implementing more efficient and effective movement through the teacher education programs, for keeping abreast of accreditation issues and preparation, and for improving field experience coordination and functioning, and has the following purposes and functions:

1) Serve as the central body for coordination of all teacher education programs leading to certification;
2) Monitor teacher education program practices for problem solving re: conformity to institutional philosophy, state and national standards, and responsiveness to teacher education needs and challenges (e.g., appeals, process, catalog changes);
3) Development and updating of the institutional philosophy for teacher education in concert with current national and state standards and best practices in the profession;
4) Generation and monitoring of teacher education policies and program practices for conformity to institutional philosophy, state and national standards, and responsiveness to educational needs;
5) Discussion of proposals that may impact more than one teacher education program and/or involve significant changes internal to a program of study;
6) Support of faculty engaged in the instruction and supervision of teacher education candidates;
7) Recommendations for staff development opportunities for teacher education candidates;
8) Support of the coordination of continuing national accreditation and state program approval efforts

IV. Teacher Education Coordinating Council Membership

Section 1. TECC Membership
Composition of the TECC shall consist of the Association Dean of the College of Education, the Director of the Teacher Education and Human Development Division, the Director of the Professional Specialized Studies Division, representatives from the 5 teacher licensure program areas (IETP, Secondary, Elementary Masters first-time licensure, Special Education, and Literacy), the Advising Director, and the Director of the Office of Field Experiences. The Associate Dean of the College of Education or a designee shall preside over all meetings and provide support for communications, documentation, and minutes.

Section 2: Maintenance of Membership
In order to participate in the process members who are unable to attend a regularly scheduled meeting of the TECC will find a replacement or designate a proxy and inform the Associate Dean in advance of the meeting.

Section 3: Duties of Program Representatives
1) Attend meetings;
2) Speak for the interests of the programs being represented;
3) Serve on sub-committees when appropriate;
4) Stay informed and remain current on NCATE and state accreditation standards; and
5) Update peers regarding TECC matters of business and/or decisions that have program implications.

V. Meetings
Section 1. Regular Meetings
The regular meetings of the TECC shall normally be held on the 2nd Thursday of each month during the academic year (Fall and Spring terms) of the University calendar. Specific times and locations shall be communicated via email to all members prior to each meeting.

Section 2. Special Meetings
A special meeting of the TECC may be called at a designated time by the TECC Chair or by any member of the council. The specific times and locations of special meetings shall be communicated via email at least five business days prior to the special meeting.

Section 3: Conducting Business
All business of the TECC during regular and/or special meetings is open to the University community and shall be conducted in accordance with the following operating procedures:
1) A quorum for conducting business shall consist of a simple majority of the members of the Council.
2) The Chair shall be responsible for initiating the transaction of all business and the distribution and/or communication of information about the various aspects of teacher education to the TECC. In case of the absence of the TECC Chair, the College of Education Associate Dean (or her/his proxy) will preside.
3) The meeting shall follow a written agenda provided to each member in advance of the meeting. Items for consideration shall be forwarded to the Chair at least one week in advance of the next meeting. Additional agenda items shall be accepted at the opening of the meeting with approval of the TECC.
4) Proposals for change that require approval of the TECC will utilize a consensus model of decision-making.
5) Minutes of all TECC meetings shall be sent in writing or via email to all members within ten business days following the meetings.

Section 4: Agenda.
The scope of issues to be brought to the table for discussion and decision purposes shall focus upon items that have a measurable impact upon more than one program. This includes but is not limited to:
1) Resources;
2) Curriculum;
3) NCATE and state accreditation; and
4) Procedures.

Section 5: Affiliated Committees and Advisory Boards.
The following affiliated committees and advisory boards work together with authority and responsibility for creating, monitoring, supporting, and reviewing the work of the TECC. The committees below meet regularly in keeping with the core value of preparing teachers of the highest quality possible:
Teacher Education Advisory Committee (TEAC): The TEAC serves in an advisory capacity to the TECC, and includes representatives from those programs contributing to teacher education across the institution. The TEAC includes:

1) A representative of the Integrated Elementary Teaching Program
2) Secondary faculty representing all UNR programs that contribute to teacher education
   a. Mathematics (Math)
   b. Science (Biology, Physics, Chemistry, Physical Science, Earth Science)
   c. English (English, Journalism, Communication Arts, Theater TESOL)
   d. Social Studies (History, Political Science, Anthropology, Psychology, Economics, Geography)
   e. Foreign Language (All foreign language majors)
3) University faculty representing Secondary majors which are not represented by COE faculty from one of the 5 areas listed immediately above:
   a. Art Education
   b. Ag Education
   c. Physical Education
4) A representative of each graduate level licensure program
5) A representative of teacher education from each local community college and the local school district:
   a. Truckee Meadows Community College
   b. Western Nevada College
   c. Washoe County School District
6) The Associate Dean of the College of Education
7) The Associate Deans of cooperating Colleges from across the institution
   a. College of Liberal Arts
   b. College of Science
   c. College of Engineering
8) The Deans of the Colleges of Education, Liberal Arts, Science, and Engineering are ex-officio members

The TEAC meets once each semester with the responsibility to advise and strengthen teacher preparation across the institution. The Associate Dean of the College of Education or designee shall call and preside over all meetings and provide support for communications, documentation, and minutes.

By April 15 of each year, the program coordinator or department chair for each department/program contributing to teacher preparation, with the approval of the respective Deans, shall be requested to provide in writing to the Associate Dean of the College of Education the name of the faculty member who shall serve a minimum two year term as program representative for the department or program’s teacher education program(s). In instances of a vacated membership, a new member shall either be appointed or elected (depending on the departmental/program criteria for selection) to serve the remaining portion of the term.

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1 Secondary faculty in each major area listed in item 2) shall meet once per year with University representatives from the programs in each of their specialty areas and the COE Advisement Coordinator to review and discuss curricular matters relating to these majors.
The Field Experience Advisory Board (FXAB): The FXAB is an affiliated board that has the responsibility to update field guides, consider and recommend improvements in field experiences, and implement problem solving strategies emerging from field experiences. It works as an affiliate to the TECC and provides updates on FXAB work at least once per semester at regular TECC meetings.

The Assessment Committee for Education (ACE): [Representation from throughout the unit, including at least 2 TECC members]. ACE is an affiliated committee that meets monthly with the responsibility to maintain and enhance the existing assessment systems on the undergraduate levels, assure compliance from all teacher education unit programs, and consider and offer recommendations for use of data to improve teacher education unit functioning. It works as an affiliate to the TECC and provides updates on assessment matters related to teacher education at least once per semester at regular TECC meetings.

Education Appeals Committee (EAC): [Representation from undergraduate and graduate programs throughout the COE, plus representatives from the Colleges of Liberal Arts and Science]. The EAC is an affiliated committee that meets as needed to address and rule on all student appeals related to teacher education. This includes but is not limited to appeals on admissions decisions. The EAC works as an affiliate to the TECC and provides updates on appeals at least once per year at regular TECC meetings.

Ad hoc committees may be created by action of the TECC as specific needs and issues arise, and to form new curricular proposals.

Note: Each TECC affiliated committee or board [and any ad-hoc sub-group(s)] is responsible and accountable to implement its functions in a timely manner and make a summary report of progress and current issues to the TECC.

VI. Amendments, Revisions, and Bylaws
Section 1: Ratification
Ratification of this document shall require consensus of the members present at the advertised ratification meeting of the TECC.

Section 2: Amendments and Revisions
Proposed revisions to the “Governance and Policies: TECC” document shall be submitted in writing to the TECC Chair (by a minimum of [five] members) who shall distribute them to the members before they are brought back for action by the TECC. Ratification of this document and all revisions shall require consensus of the Council.

Section 3: Effective Date of Governance Document.
Upon ratification of this document, all provisions shall immediately become binding on the TECC, and the provisions shall supersede all previous operating procedures and agreements relevant to the governance of Teacher Education at UNR.
Addendum: Secondary Teaching Majors

Agricultural Education (BS)
Art (BA)
Biological Science (BS)
Business Education (BA/BS)
Chemistry (BS)
English (BA)
French (BA)
General Science (BS)
Health Education (BA/BS)
History (BA)
Industrial Arts (TMCC; BA/BS)
Journalism (BA)
Mathematics (BA/BS)
Physical Science (BS)
Physics (BS)
Social Studies (BA/BS)
Spanish (BA)
Speech Communications (BA)
Theater (BA)
Trade and Industrial Education (BS)