**The Educator Preparation Council at GC&SU**

Relationship to Academic Governance: This Council is a requirement of both the Board of Regents and the National Council for the Accreditation of Teacher Education (NCATE). Both BOR and NCATE require that teacher education program governance boards have the wide representation from the liberal arts, professional education, area P-12 schools and the community. Regulations of the BOR and NCATE also require that the authority, resources, and autonomy to shape teacher education programs must be vested in the governing council.

The Educator Preparation Council does not and cannot fall into the classification of an Administrative Committee because it is a policy-making body for teacher preparation. *It is not a Senate committee because of its nature and scope, but would not preclude or pre-empt normal university curriculum and governance processes.* Thus, it exists along with the University Senate. By regulation, the EPC is charged with oversight and approval of educator preparation programs.

The following diagram captures the relationship as it typically exists. I think this diagram acknowledges the governance structure of the University Senate, but also recognizes the unique oversight, charge and policy-making role of the Educator Preparation Council for educator preparation.

Because of the unique nature of this council and given its make-up of representation from across GC&SU and the P-16 community, I would suggest that it not be listed as either an administrative or standing committee and that its relationship to university governance be similar to that of the PSC. It can best be conceptualized as the local “branch” of the PSC.