

**Appendix 1  
to the Bylaws of the Council for Teacher Education**

**CTE Policy Committee Recommendations Regarding the  
Procedure for Proposing Changes to the Professional Core Courses  
Approved April 13, 2009 and Revised and Approved March 17, 2014**

**Purpose**

This policy establishing a process for considering proposed alternatives to the approved CTE Professional Core Courses rests upon two key principles.

1. The Professional Core constitutes a set of common courses, grounded in the North Carolina Professional Teaching Standards and the standards of the National Council for the Accreditation of Teacher Education/CAEP, deemed vital to the professional development of teachers. Therefore, any proposed alternative to the Professional Core approved by the CTE warrants our fullest concern and consideration. The process presented here would enable the CTE to approach proposed alternatives cautiously, while affording individual program areas the opportunity to present any proposed course substitutions in a manner conducive toward reflective deliberation, particularly on issues tied to the ability of the proposed courses to address the same sets of professional standards as those addressed in the CTE–approved Professional Core.
2. Reflective deliberation on proposed alternatives to the Professional Core Courses opens opportunities for dialogue and collaboration among faculty across program areas. Such dialogue and collaboration can help guide the work of those proposing course substitutions to the Professional Core, while at the same time affording those program areas affected by the proposed alternatives a voice in helping CTE ensure the integrity of that Core.

**Procedure**

Submissions of proposed alternatives to the Professional Core Courses must adhere to the following policy.

- A. Only course-by-course alternatives will be considered.
- B. Prior to proposing any alternative to the CTE approved Professional Core Courses, a program area must submit a Request for Alternative to the CTE which answers the following questions (Note: This is informational only – no motion or vote is necessary):
  1. What alternative course is being proposed to the Professional Core?
  2. Why does the program area need this alternative course?
  3. What is different/special/unusual about the program which makes an Alternative course to the Professional Core course necessary?
  4. How does the proposed alternative course enable the program's course to address the same professional standards as the course currently required in the Professional Core?
- C. The Director of Teacher Education and/or the Chair of the CTE will forward the Request for Alternative Course to Department Chairs and/or Area Coordinators affected by the proposed alternative course.
- D. When the alternative course is developed, it will be submitted to the CTE Curriculum Committee. The entire package of documents will include:
  1. Course Proposal/Syllabus
  2. Matrix of equivalence between alternative course and Professional Core course in respect to content, standards, outcomes, assessments, evidence, and products
  3. Demonstration of dialog among the Program Area Coordinators and/or faculty designees affected by the proposed alternative.
- E. The CTE Curriculum Committee will distribute its agenda (two weeks in advance) to CTE membership and specifically Program Area Coordinators and Department Chairs affected by the proposed alternative.
- F. A recommendation from the CTE Curriculum Committee will be forwarded to the CTE for a vote.