

**Professional Teacher Education Advisory Council (PTEAC)**  
**Meeting Minutes**  
**Room 107C University Club – DeVos Center**  
**October 16, 2008**  
**3:00-5:00 pm**

**Present:** Armstrong, Busman, Cooley, Helzer, Joseph, Mader, Matthews, Topper, VanAntwerp, Yezierski (for Burton)

**I. Welcome**

Dean Collins is not able to be present due to illness. She asked Cindy Mader to convene today's meeting.

**II. Initial Certification Follow-Up, Presentation of Data (Joseph)**

Curriculum/Advising Guides from Math, Integrated Sciences, Physics, Chemistry, Earth Science, Biology, Social Studies, and Music were distributed for review. Everyone looking at the same data is important.

Jann asked each program to send her drafts of their curriculum guides revised with the proposed new COE courses in them.

The elementary programs, for the most part, will not be largely affected by the new program.

The secondary cert. programs will be impacted.

Discussion

VanAntwerp: Timing is the issue when it comes to scheduling. There will be a large number of student teachers in the fall. Students who do their teacher assisting in the fall will want to take the interim semester in the winter and student teach in the fall. Students who do their teacher assisting in the winter will want to take the interim semester in the summer and student teach in the fall.

Cooley: It will be more of a dictated major with less leeway than the current one – more like cohorts.

Armstrong: Should the teacher assisting experience be reconceptualized?

Joseph: Most of the content area faculty have built in early field experiences into their courses. Maybe we should review what early field experiences mean.

VanAntwerp: English students don't take methods courses until their third year. Maybe field experiences can be put into freshman courses, like ED 200.

- ED 331 students aren't given enough responsibilities from their CT's (because of things like MEAP preparation). TA's have to be able to spend part of the time teaching.

Helzer: The teaching experiences of TA's (the amount of time that they spend teaching their units) vary greatly.

Yezierski: When working on the Chemistry schedule, the interim semester seems to be the difficulty. What courses need to be taken with teacher assisting? Does Reading need to be taken with TA?

Mader: Some of the courses might be able to go after TA, but not before.

Yezierski: How can the program be made more flexible with the new Ed. courses?

Joseph: The Math curriculum guides do not have the new program incorporated into them. (Jann will ask for these.)

Mader: We need to look at all of the data that Jann collected and look at the course scheduling to see how much flexibility there is with the interim semester. Cindy will ask Elaine to gather a group to examine the TA experiences.

Helzer: If we do have most students doing their student teaching in the fall, finding placements will be a big issue.

Yeziarski: Can the TA experience be changed? Can it be done earlier, even prior to being admitted to the COE? Can the number of credits for TA possibly be lowered?

Helzer: The two semesters of placements (teacher assisting and student teaching) is very valuable. Students are given two chances to have a good experience. This is important because the quality of placements is so varied.

Joseph: It may be a good idea to ask the COE and content area faculty to assess and evaluate the TA experiences (the current course, catalog description, etc.) and come up with a best practice.

Cooley: Are there schools that we can examine which currently have programs like the one proposed?

Joseph: PTEAC should have a joint response/proposal prepared in case UCC has questions about the program.

### **III. Joint Appointment Policy (Giardina, Collins)**

Elaine and Nancy were not present to introduce the adopted Joint Appointment Policy. Jann Joseph did give a perspective from CLAS. She said that joint appointments would be done on a case-by-case basis. There is currently a faculty member that is interested in having a joint appointment. He would teach a COE course, a CLAS course, work on the new Comprehensive Major, and help Jann with SPA's and assessment.

### **IV. TEAC Training Session (Mader)**

Cindy Mader and Linda McCrea attended a very instructive TEAC training session at SVSU.

Cindy distributed a chart that compares NCATE and TEAC.

It would not make sense to switch to TEAC right now because we are in the middle of an NCATE cycle. NCATE will likely make many changes due to TEAC.

Positives of TEAC: More streamlined, formative, more transparent, focuses on self-improvement

Negatives of TEAC: Doesn't require as much interdepartmental interaction

### **V. P-12 Program Review Status (Mader)**

A chart created by Barbara Fournier was distributed containing all professional education programs (majors and minors), the agencies reviewing them for the 2011-2012 cycle, the current status of their reviews, and their next review dates.

Discussion about the Integrated Science Major (advising students, hiring by districts, etc.)

### **VI. SPA Minor Reporting (Mader)**

Cindy reported that Dean Collins and Barbara Fournier had further information on this item. The essence is that because SPA's don't review minors as such, content areas should submit majors and minors together under the single heading of "endorsements." Data, however, must be able to be disaggregated should the state request it. There may be more information coming from the state.

### **VII. Kentwood Partnership (Collins)**

Item was not discussed due to Dean Collins' absence.

### **VIII. Meeting with Registrar re: Ed. Major (Mader)**

Per PTEAC's request, Cindy met this morning with Jerry Montag and some of his staff. From the Registrar's office standpoint, there are no problems with an Education Major as such.

There are questions as to how freshmen will declare Ed. as a major.

There is a concern that students will only declare an Ed. major and not another one with it.

The possibility of a pre-Ed. major was also discussed, but again there was a concern that another major would not be declared.

A three-phase admission system may be possible.

The discussion will continue, but from the Registrar's office's standpoint, the major is doable.