



JENNIFER M. GRANHOLM  
GOVERNOR

STATE OF MICHIGAN  
DEPARTMENT OF EDUCATION  
LANSING



JEREMY M. HUGHES, Ph.D.  
INTERIM SUPERINTENDENT  
OF PUBLIC INSTRUCTION

June 27, 2005

**MEMORANDUM**

**TO:** State Board of Education

**FROM:** Jeremy M. Hughes, Ph.D.  
Interim Superintendent

**SUBJECT:** Approval of the University of Phoenix as a Teacher Preparation Institution with Limited Probationary Approval

On February 22, 2001, the Michigan State Board of Education (SBE) granted preliminary approval to the University of Phoenix (UOP) for the development of three Master's degree programs for previously certified teachers, to be used eventually for purposes of professional development and certificate renewal. Programs in Administration and Supervision, as well as Curriculum and Instruction, received probationary approval from the SBE in May 2002 and the UOP has been offering those programs in several locations for the past three years.

In April 2004, the institution applied for probationary approval to offer an initial teacher preparation program for post-baccalaureate elementary teacher candidates initially in two Michigan locations (Grand Rapids and Detroit area). These teachers would be licensed to teach only in grades K-5.

The SBE originally appointed a Committee of Scholars (COS) in October 1999 and replacement appointments were made in April 2004 (see Attachment A). In accordance with approved procedures, the charge to the COS was to review the application, conduct on-site visits, and to advise the SBE regarding approval as a teacher preparation institution. The COS has reviewed all the proposed program documentation and conducted on-site visits to UOP campuses in Livonia, Southfield, Grand Rapids, and Phoenix where the institution is currently offering other graduate programs. The program documentation is available on a CD for review in the SBE office.

This institution differs from institutions previously approved to offer teacher preparation programs in Michigan in several ways. Currently approved Michigan institutions that offer teacher preparation programs for elementary candidates also

**STATE BOARD OF EDUCATION**

KATHLEEN N. STRAUS – PRESIDENT • JOHN C. AUSTIN – VICE PRESIDENT  
CAROLYN L. CURTIN – SECRETARY • MARIANNE YARED MCGUIRE – TREASURER  
NANCY DANHOF – NASBE DELEGATE • ELIZABETH W. BAUER  
REGINALD M. TURNER • EILEEN LAPPIN WEISER

608 WEST ALLEGAN STREET • P.O. BOX 30008 • LANSING, MICHIGAN 48909  
[www.michigan.gov/mde](http://www.michigan.gov/mde) • (517) 373-3324

offer majors and minors in specific content areas that result in certificate endorsements that license the teaching of specific content in grades 6-8. The UOP is not applying for approval of any specialty programs for teacher preparation and program graduates would be licensed to teach only in grades K-5. The major/minor equivalents will be configured from baccalaureate coursework previously completed and supplemented, as needed, with content coursework from other institutions.

Other institutions that received preliminary approval from the SBE have worked with mentor institutions, which recommend the new institution's candidates for certification until the new institution has gained probationary approval. The COS teams appointed to review those institutions have the opportunity to observe an operational program, to interview faculty teaching courses, candidates enrolled in the teacher preparation program, and to visit classes in the preparation sequence. The UOP is not working with a Michigan mentor institution, so it has not been permitted to hire faculty or admit candidates until the COS was convinced that UOP is prepared to implement a sound educational program in Michigan. Although the curriculum and the model originates in Phoenix for implementation in many states, the institution has expressed its desire to incorporate the Michigan standards and resources suggested by the COS and also to modify requirements for the online elementary program for candidates who live, or desire to teach, in Michigan. The university has worked with MDE staff to ensure that appropriate standards, rules, and guidelines are followed.

The COS has prepared a report of findings including a list of standards and requirements to be re-addressed prior to recommending the institution for probationary approval as a teacher preparation institution. Since most of the standards will not be met before the institution has implemented a program (hired faculty, enrolled candidates, offered classes), the full report is provided in Attachment B. The COS has determined that the program design is sound and that it has been successfully implemented in several other states. The UOP financial plan supports the feasibility of implementing the program in Michigan.

The COS is recommending that the SBE grant limited probationary approval to the University of Phoenix for the purpose of implementing this elementary teacher preparation program in Michigan. Because the COS has not observed the UOP elementary preparation program in operation yet in Michigan, as would be the case with other institutions applying for this type of approval, a controlled implementation, with opportunities for COS review and support is recommended.

The COS recommends that, until the Michigan program is considered to fully meet the standards and requirements for probationary approval:

- the program is recommended for "limited probationary approval." This would allow the institution to admit a limited number of candidates at a limited number of sites and to recommend those candidates for Michigan certification.
- the program is implemented on no more than two campuses (one in Grand Rapids and one in the Detroit area).

- no more than 80 candidates are accepted for each of the two sites until probationary approval (without limitations) has been granted.
- the COS and UOP jointly plan for COS visits to the program to ensure that the standards required for probationary approval have been fully met.
- the COS provides consultation to the UOP, as needed, as the program is implemented.

During spring 2006, the COS would:

- Interview candidates, faculty, program administrators, student teacher supervisors, cooperating teachers, and school district administrators in the UOP program as implemented in Michigan.
- Observe several classes.
- Observe facilities including office space, classrooms, and computer labs.
- Review data indicating the success of candidates in the program.

Following that review, the COS would prepare another report and, if warranted, a recommendation for probationary approval for consideration by the SBE.

It is recommended that the State Board of Education:

1. receive the report of the Committee of Scholars regarding the University of Phoenix professional education unit and proposed elementary program;
2. grant limited probationary approval to the University of Phoenix professional education unit (initial level), as discussed in the Superintendent's memorandum dated June 27, 2005.

Michigan State Board of Education

**Committee of Scholars  
The University of Phoenix**

Esther M. Coleman, Ph.D.  
Chair, Education Department  
Marygrove College

Don Johnson  
Third Grade Teacher  
Holt Public Schools

Jerry Robbins, Ed.D.  
Dean, College of Education  
Eastern Michigan University

Reuben Rubio, Ph.D.  
Assistant Dean, School of Education  
Spring Arbor University

Debra Thatcher, Ph.D.  
Associate Dean, School of Education  
Northern Michigan University

Report of the Committee of Scholars  
Charged to Evaluate the Application for Approval from  
The University of Phoenix  
As an Elementary Teacher Preparation Institution  
In the State of Michigan

### Introduction

The Founder & Chairman of the University of Phoenix (UOP) is John G. Sperling, Ph.D. In 1989, he said, “**Education** for professional development and advancement must be grounded in the reality of one’s work; that is, if learning is to be retained and if it is to be useful, it must be applied immediately and repeatedly.” The UOP was designed on that premise.

The mission of this institution is “to educate working adults to develop the knowledge and skills that will enable them to achieve their professional goals, improve the productivity of their organizations, and provide leadership and service to their communities.” Two hundred fifty thousand students are currently enrolled across the United States in the following program areas:

- Health Science and Nursing (7%)
- Counseling and Human Services (5%)
- Education (6%)
- Graduate Business (19%)
- Undergraduate Business (37%)
- Information Systems & Technology (11%)
- General and Professional Studies (13%)
- Doctoral (1%)

These programs are licensed in 33 states and have also been accredited or licensed by the following entities:

- Higher Learning Commission (North Central Association)
- Council of Regional Accrediting Commissions (C-RAC)
- The National League for Nursing Accrediting Commission (NLNAC) – B.S.N. and M.S.N.

- The Council for Accreditation of Counseling and Related Educational Programs (CACREP)
- Securities and Exchange Commission.

Fifty-five percent of the student body is female, 40% represent racial and ethnic minorities, and the average age of students is 34.

On February 22, 2001, the Michigan State Board of Education (SBE) granted preliminary approval to the University of Phoenix (UOP) for the development of three Master's degree programs for previously certified teachers, to be used eventually for purposes of professional development and certificate renewal. On May 9, 2002, the SBE granted probationary approval to UOP so that the institution could recommend candidates to the Michigan Department of Education (MDE) for the renewal of Provisional Certificates and for the granting of professional certificates based on completion of one of two Master's degree programs. The UOP has been operating campuses in Michigan since 1996, offering undergraduate and graduate degree programs in business, technology, education, nursing and human services. Several campuses have also been offering Master's degree programs in Administration and Supervision, as well as Curriculum and Instruction for the past three years, after receiving probationary approval for those offerings from the SBE in May 2002.

In April 2004, the institution applied for probationary approval to offer an initial teacher preparation program for post-baccalaureate elementary teacher candidates initially in two Michigan locations (Grand Rapids and Southfield). These teachers would be licensed to teach only in grades K-5.

The SBE originally appointed a Committee of Scholars (COS) in October 1999 and replacement appointments were made in April 2004. The COS met in May 2004 to develop a plan for the review of the UOP application to prepare elementary teachers and in January 2005 to discuss the results of their review and to plan for on-site visits. In March 2005, COS members conducted on-site visits to UOP campuses in Livonia, Southfield, Grand Rapids, and Phoenix. They examined facilities and exhibits and interviewed faculty, students, advisory committee members, and administrative staff in place for the programs currently offered. They also visited one class in the Administration and Supervision program sequence, which was granted probationary approval by the SBE in 2002. The results of the COS findings are detailed in the tables.

This institution differs from institutions previously approved to offer teacher preparation programs in Michigan in several ways. Currently approved Michigan institutions that offer teacher preparation programs for elementary candidates also offer majors and minors in specific content areas that result in certificate endorsements that license the teaching of specific content in grades 6-8. The UOP is not applying for approval of any specialty programs for teacher preparation; program graduates will be licensed to teach only in grades K-5.

Other institutions that received preliminary approval from the SBE have worked with mentor institutions, which recommend the new institution's candidates for

certification until the new institution has gained probationary approval. The COS teams appointed to review those institutions have the opportunity to observe an operational program, to interview faculty teaching courses in the developing teacher preparation program and candidates enrolled in the teacher preparation program, and to visit classes in the preparation sequence. The UOP is not working with a Michigan mentor institution, so it has not been permitted to hire faculty or admit candidates until the COS was convinced that UOP is prepared to implement a sound educational program in Michigan. Although the curriculum and the model originates in Phoenix for implementation in many states, the institution has expressed its desire to incorporate the Michigan standards and resources suggested by the COS and also to modify requirements for the online elementary program for candidates who live, or desire to teach, in Michigan. In some respects, the COS will serve as mentors as the UOP program is implemented in Michigan. The COS has designed a plan to review and offer input at critical points in this process.

**Committee of Scholars Report on the Application for Probationary Approval from  
The University of Phoenix**

**Michigan Standards for the Initial Approval of Teacher Preparation Institutions**

[http://www.michigan.gov/documents/TPI\\_Standards\\_Requirements\\_&\\_Procedures\\_for\\_Initial\\_Approval\\_74807\\_7.PDF](http://www.michigan.gov/documents/TPI_Standards_Requirements_&_Procedures_for_Initial_Approval_74807_7.PDF)

**STANDARD I.A. Conceptual Framework.** The unit has high quality professional education programs that are derived from a conceptual framework(s) that is knowledge-based, articulated, shared, coherent, consistent with the unit, and/or institutional mission, and continuously evaluated. ***Standard partially met.***

STANDARD I.A.1 The conceptual framework(s) is written, well articulated, and shared among professional education faculty, candidates, and other members of the professional community.  
***Standard met.***

Indicators	Status	Comments	Activities/Goals for Final Approval
I.A.1.a The framework(s) is defined and makes explicit the professional commitments, dispositions, and values that support it, including the commitment to acquire and use professional knowledge on behalf of students.	Met	The <i>Conceptual Framework</i> is well defined and explicit.	The COS will interview faculty, candidates, and alumni regarding the expectations inherent in the UOP <i>Conceptual Framework</i> .



Indicators	Status	Comments	Activities/Goals for Final Approval
I.A.1.b The framework(s) includes a philosophy and purposes, contains assessment statements of desired results for candidates, and provides an associated rationale for coursework, field experiences, and program evaluation.	Met		
I.A.1.c The framework(s) reflects multicultural and global perspectives that permeate all programs.	Met		
I.A.1.d The framework(s) and knowledge bases that support each professional education program rest on established and contemporary research, the wisdom of practice, and emerging education policies and practices.	Met		

STANDARD I.A.2 Coherence exists between the conceptual framework(s) and student outcomes, courses, field experiences, instruction, and evaluation.

***Standard met in plans, COS to review implementation.***

Indicators	Status	Comments	Activities/Goals for Final Approval
I.A.2.a Courses in general, content, professional and pedagogical, and integrative studies complement one another and are consistent with the conceptual framework(s).	Met in plans	Proposed courses are consistent with the professional <i>Conceptual Framework</i> .	COS to observe sample of courses (and course syllabi) offered in Michigan elementary teacher preparation program.
I.A.2.b Field experiences are an integrated part of the professional education curriculum and are consistent with the conceptual framework(s).	Met in plans		COS to observe candidates in field experiences and to interview candidates, supervisors, and cooperating teachers.

STANDARD I.A.3 The unit engages in regular and systematic evaluations to foster student achievement through the modification and improvement of the conceptual framework(s) and programs.  
***Standard met for programs currently operational in other states.***

Indicators	Status	Comments	Activities/Goals for Final Approval
I.A.3 The unit engages in regular and systematic evaluations, including, but not limited to, information obtained through student assessment and collection of data from students, recent graduates, and other members of the professional community. The unit uses these results to foster student achievement through the modification and improvement of the conceptual framework(s) and programs.	Met in programs currently operational in other states	Data collection system is not yet operational for this program since it has not yet been implemented in Michigan.	For final approval the Committee needs to see data for the Michigan program and the use of the data for program modification. Because the <i>Conceptual Framework</i> is not a static document and, as a living document, it is expected that for final approval there needs to be a summary of the actions from the point of probationary approval that document the evolution of the <i>Conceptual Framework</i> .

**STANDARD I.B General Studies for Initial Teacher Preparation.** The unit ensures that candidates have completed general studies courses and experiences in the liberal arts and sciences and have developed theoretical and practical knowledge. ***Standard met in plans; COS to review implementation.***

Indicators	Status	Comments	Activities/Goals for Final Approval
I.B.1 The general studies include the arts, communications, history, literature, mathematics, philosophy, sciences, and the social sciences.	Met in plans	Evidenced by admission criteria.	The COS will examine a sample of student records for admitted candidates and/or other UOP documents to ensure completion of coursework in general studies.
I.B.2 The general studies incorporate multicultural and global perspectives.	Met in plans	Difficult to judge, since post-baccalaureate candidates have completed general studies in a wide variety of undergraduate institutions.	The COS will examine UOP documentation that provides evidence that candidates complete coursework in this program that incorporates multicultural and global perspectives.

**STANDARD I.C Content Studies for Initial Teacher Preparation.** The unit ensures that teacher candidates attain academic competence in the content that they plan to teach. ***Standard met in plans; COS to review implementation.***

Indicators	Status	Comments	Activities/Goals for Final Approval
<p>I.C.1 Candidates complete a sequence of courses and/or experiences to develop an understanding of the structure, skills, core concepts, ideas, values, facts, methods of inquiry, and uses of technology for the content they plan to teach.</p>	<p>Met in Plans</p>	<p>Proposed courses are consistent with these expectations.</p> <p>The COS has expressed concerns about the courses that UOP will accept since, even when combined with the methods courses, the result may be inadequate preparation in the natural sciences (elementary programs should include life, physical, earth/space, and environmental sciences), mathematics (UOP does not even accept “Math for Teachers” courses – which often emphasize conceptual understanding rather than procedural and courses in calculus do not match the understanding needed by elementary teachers), social studies (elementary teachers need history, geography, political science/government, and economics – UOP doesn’t accept economics courses), and the arts (elementary teachers need music, visual arts, dance, and theater).</p>	<p>The COS will interview faculty, candidates, and alumni and evaluate the documents used in admission procedures regarding the expectations inherent in this standard. The COS has concerns that accepted coursework truly meets this standard, especially in respect to “the content they plan to teach.”</p>

Indicators	Status	Comments	Activities/Goals for Final Approval
I.C.2 The guidelines and standards of (national) specialty organizations are used in developing programs in each content area.	Met in Plans	Not applicable except for standards for elementary programs available from the Association for Childhood Education International. UOP has conscientiously adhered to those standards. Michigan guidelines, standards, and educational resources will be added to the UOP website for Michigan candidates.	<p>UOP to work with the Michigan Department of Education consultants to ensure that appropriate information is available to UOP teacher candidates.</p> <p>The COS will need to examine sub scores of the elementary MTTC taken by UOP candidates as one measure of content knowledge.</p>

**STANDARD I.D Professional and Pedagogical Studies for Initial Teacher Preparation.** The unit ensures that teacher candidates acquire and learn to apply the professional and pedagogical knowledge and skills to become competent to work with all students. ***Standard met in plans; COS to review implementation.***

**STANDARD I.D.1** Candidates complete a well-planned sequence of courses and/or experiences in professional studies in which they acquire and learn to apply knowledge about: ***Standard met in plans; COS to review implementation.***

Indicators	Status	Comments	Activities/Goals for Probationary Approval
I.D.1.a The social, historical, and philosophical foundations of education, including an understanding of the moral, social, and political dimensions of classrooms, teaching, and schools;	Met in plans	Proposed courses are consistent with these expectations.	COS to assess these indicators in the Michigan program, when implemented, by reviewing updated syllabi; interviewing candidates, elementary teachers, school administrators, and UOP faculty; observing candidate artifacts and program assessment materials (especially those aligned with the Assessment of Pedagogy); and observing classes and student teachers.
I.D.1.b The impact of technological and societal changes on schools;	Met in plans	Proposed courses are consistent with these expectations.	
I.D.1.c Theories of human development and learning;	Met in plans	Proposed courses are consistent with these expectations.	
I.D.1.d Inquiry and research;	Met in plans	Proposed courses are consistent with these expectations.	

Indicators	Status	Comments	Activities/Goals for Probationary Approval
I.D.1.e School law and educational policy;	Met in plans	Proposed courses are consistent with these expectations.	COS to assess these indicators in the Michigan program, when implemented, by reviewing updated syllabi; interviewing candidates, elementary teachers, school administrators, and UOP faculty; observing candidate artifacts and program assessment materials (especially those aligned with the Assessment of Pedagogy); and observing classes and student teachers.
I.D.1.f Professional ethics; and	Met in plans	The SBE adopted a Code of Ethics for Michigan Teachers <a href="http://www.michigan.gov/documents/EducatorsCodeof_Ethics_12_84324_7.18.03.PDF">http://www.michigan.gov/documents/EducatorsCodeof_Ethics_12_84324_7.18.03.PDF</a>	
I.D.1.g The responsibilities, structure, and activities of the profession.	Met in plans	Proposed courses are consistent with these expectations.	



STANDARD I.D.2 Candidates complete a well-planned sequence of courses and/or experiences in pedagogical studies that help develop understanding and use of: ***Standard met in plan; COS to review implementation.***

Indicators	Status	Comments	Activities/Goals for Probationary Approval
I.D.2.a Research and experience-based principles of effective practice for encouraging the intellectual, social, and personal development of students;	Met in plans	Proposed courses are consistent with these expectations.	Following implementation of UOP program, the COS will assess by reviewing updated syllabi; interviewing candidates, elementary teachers, school administrators, and UOP faculty; observing candidate artifacts and program assessment materials (especially those aligned with the Assessment of Pedagogy); and observing classes and student teachers.
I.D.2.b Different student approaches to learning for creating instructional opportunities adapted to learners from diverse cultural backgrounds and with exceptionalities;	Met in plans	Proposed courses are consistent with these expectations.	
I.D.2.c Variety of instructional strategies for developing critical thinking, problem solving, and performance skills;	Met in plans	Proposed courses are consistent with these expectations.	
I.D.2.d Individual and group motivation for encouraging positive social interaction, active engagement in learning, and self-motivation;	Met in plans	Proposed courses are consistent with these expectations.	

Indicators	Status	Comments	Activities/Goals for Probationary Approval
I.D.2.e Effective verbal, nonverbal, and media communications for fostering active inquiry, collaboration, and supportive interactions in the classroom;	Met in plans	Proposed courses are consistent with these expectations.	COS to assess these indicators in the Michigan program, when implemented, by reviewing updated syllabi; interviewing candidates, elementary teachers, school administrators, and UOP faculty; observing candidate artifacts and program assessment materials (especially those aligned with the Assessment of Pedagogy); and observing classes and student teachers.
I.D.2.f Planning and management of instruction based on knowledge of the content area, the community, and curriculum goals;	Met in plans	Proposed courses are consistent with these expectations.	
I.D.2.g Formal and informal assessment strategies for evaluation and ensuring the continuous intellectual, social, and physical development of the learner;	Met in plans	Proposed courses are consistent with these expectations.	

<b>Indicators</b>	<b>Status</b>	<b>Comments</b>	<b>Activities/Goals for Probationary Approval</b>
I.D.2.h Collaboration with school colleagues, parents, and agencies in the larger community for supporting students' learning and well being;	Met in plans	Proposed courses are consistent with these expectations.	COS to assess these indicators in the Michigan program, when implemented, by reviewing updated syllabi; interviewing candidates, elementary teachers, school administrators, and UOP faculty; observing candidate artifacts and program assessment materials (especially those aligned with the Assessment of Pedagogy); and observing classes and student teachers.
I.D.2.i Effective interactions with parents for supporting students' learning and well-being;	Met in plans	Proposed courses are consistent with these expectations.	
I.D.2.j The opportunity for candidates to reflect on their teaching and its effects on student growth and learning; and	Met in plans	Proposed courses are consistent with these expectations.	
I.D.2.k Educational technology, including the use of computer and other technologies in instruction, assessment, and professional productivity.	Met in plans	Proposed courses are consistent with these expectations.	

**STANDARD I.E Integrative Studies for Initial Teacher Preparation.** The unit ensures that teacher candidates can integrate general, content, and professional and pedagogical knowledge to create meaningful learning experiences for all students. ***Unable to evaluate standard until Michigan program is operational.***

Indicators	Status	Comments	Activities/Goals for Probationary Approval
I.E.1 Candidates learn to integrate their content, professional, and pedagogical knowledge and skills to create learning experiences that make the central concepts, tools of inquiry, and structures of the content area meaningful for all students.	Met in plans	Proposed courses are consistent with these expectations.	Following implementation of UOP program, the COS will assess these indicators by reviewing updated syllabi; interviewing candidates, elementary teachers, school administrators, and UOP faculty; observing candidate artifacts and program assessment materials (especially those aligned with the Assessment of Pedagogy); and observing classes and student teachers.
I.E.2 The learning experiences created by teacher candidates build on students' prior experiences, exceptionalities, and cultural backgrounds based on membership in ethnic, racial, gender, language, socioeconomic, community, and family groups, to help all students achieve high levels of learning.	Met in plans	Proposed courses are consistent with these expectations.	

**STANDARD I.F Advanced Professional Studies.** The unit ensures that the candidates become more competent as teachers or develop competencies for the professional roles. ***Standard not applicable.***

Indicators	Status	Comments	Activities/Goals for Probationary Approval
I.F.1 Advanced programs for continuing preparation of teachers and other school personnel.	Not applicable		
I.F.2 The guidelines and standards of the specialty organizations are used in developing each advanced program.	Not applicable		
I.F.3 Candidates in each advanced program develop the ability to use research, research methods, and knowledge about issues and trends to improve practice in schools and classrooms.	Not applicable		

**STANDARD I.G Quality of Instruction.** Teaching in the unit is consistent with the conceptual framework(s), reflects knowledge derived from research and sound professional practice, and is of high quality.  
*Unable to evaluate until Michigan program is operational.*

Indicators	Status	Comments	Activities/Goals for Probationary Approval
I.G.1 Higher education faculty uses a variety of instructional strategies that reflect an understanding of different models and approaches to learning.	Met in plans	Proposed courses are consistent with these expectations.	Following implementation of the UOP program, the COS will assess these indicators by reviewing updated syllabi; interviewing candidates, elementary teachers, school administrators, and UOP faculty; observing candidate artifacts and program assessment materials (especially those aligned with the Assessment of Pedagogy); and observing classes and student teachers.
I.G.2 Instruction encourages the candidate's development of reflection, critical thinking, problem solving, and professional dispositions.	Met in plans	Proposed courses are consistent with these expectations.	
I.G.3 Teaching reflects knowledge about, and experiences with, cultural diversity and exceptionalities.	Met in plans	Proposed courses are consistent with these expectations.	
I.G.4 Instruction is continuously evaluated and the results are used to improve teaching within the unit.	Met in plans	Proposed courses are consistent with these expectations.	

**STANDARD I.H Quality of Field Experiences.** The unit ensures that field experiences are consistent with the conceptual framework(s), are well planned and sequenced, and are of high quality. ***Unable to evaluate standard until Michigan program is operational.***

**STANDARD I.H.1** The unit selects field experiences, including student teaching and internships, to provide candidates with opportunities to: ***Unable to evaluate standard until Michigan program is operational.***

Indicators	Status	Comments	Activities/Goals for Probationary Approval
I.H.1.a Relate principles and theories from the conceptual framework(s) to actual practice in classrooms and schools;	Met in plans	Proposed courses are consistent with these expectations. Evidence of a systematic approach to help candidates internalize the <i>Conceptual Framework</i> is needed.	COS to observe in Michigan program, when implemented (especially in methods classes and student teaching seminars).
I.H.1.b Create meaningful learning experiences for all students; and	Met in plans	Proposed courses are consistent with these expectations.	COS to observe in Michigan program, when implemented.
I.H.1.c Study and practice in a variety of communities with students of different ages and with culturally diverse and exceptional populations.	Met in plans	It would be helpful to identify the demographic characteristics of the school districts where placements are made (e.g., racial, socio-economic, special populations).	COS to review field experience placement information after the program is implemented in Michigan.

Indicators	Status	Comments	Activities/Goals for Probationary Approval
I.H.2 Field experiences encourage reflection by candidates and include feedback from higher education faculty, school faculty, and peers.	Met in plans	<p>Proposed courses are consistent with these expectations.</p> <p>Michigan's "Criteria for an Assessment of Pedagogy" is to be used in the evaluation of teacher candidates, typically during the student teaching assignment. See <a href="http://www.michigan.gov/documents/criteriapedagogy_21901_7.doc">http://www.michigan.gov/documents/criteriapedagogy_21901_7.doc</a></p> <p>COS members suggest that the observation rubric used with student teachers would be strengthened if the core content areas were clearly addressed (i.e., the item knowledge of content and pedagogy) with a sub-line for each core area.</p>	COS to observe in Michigan program, when implemented. COS to examine instrument used for the assessment of pedagogy during student teaching and the results of this assessment.
I.H.3 Student teaching and internship experiences are sufficiently extensive and intensive for candidates to demonstrate competence in the professional roles for which they are preparing. (A minimum of 10 weeks of full-time student teaching, or its equivalent, is expected.)	Met in plans	Proposed courses are consistent with these expectations. Fourteen weeks of student teaching seems to be the norm in Michigan.	COS to observe in Michigan program, when implemented. COS to review aggregate data from cooperating teacher evaluations.



**STANDARD I.I Professional Community.** The unit collaborates with higher education faculty, school personnel, and other members of the professional community to design, deliver, and renew effective programs for the preparation of school personnel, and to improve the quality of education in schools. ***Unable to evaluate standard until Michigan program is operational.***

Indicators	Status	Comments	Activities/Goals for Probationary Approval
I.I.1 Higher education faculty who teach the general, content, professional, and pedagogical studies regularly collaborate in program planning and evaluation of all facets of the curriculum.	Met in plans	Faculty will not be hired until institution has received limited probationary approval.	COS to observe in Michigan program, when implemented.

STANDARD I.1.2 The unit develops agreements with schools and cooperating professionals to ensure that:  
***Unable to evaluate standard until Michigan program is operational.***

Indicators	Status	Comments	Activities/Goals for Probationary Approval
I.1.2.a Student teaching, internships, and other field experiences are collaboratively designed and implemented; and	Met in plans	Plans are in place to achieve this standard. COS will want to observe evidence of this collaboration.	COS to review agreements with local schools and cooperating teachers and information regarding collaborative workshops, meetings, task forces, etc. that have been held.
I.1.2.b Candidates are supported in their achievement of the desired learning goals.	Met in plans	Plans are in place to achieve this standard.	COS to observe in Michigan program, when implemented.
I.1.3 Collaborative relationships, programs, and projects are developed with P-12 schools, their faculties, and appropriate others to develop and refine knowledge bases, to conduct research, and to improve the quality of education.	Partially Met	This collaboration would occur with others outside the UOP program.	COS to observe and review documentation of how UOP faculty and cooperating teachers collaborate beyond the student teaching.

**STANDARD II.A Qualifications of Candidates (Initial & Advanced).** The unit recruits, admits, and retains candidates who demonstrate potential for professional success in schools. ***Unable to evaluate until Michigan program is operational.***

**STANDARD II.A.1** A comprehensive system is used to assess the qualifications of candidates seeking admission. ***Partially met.***

Indicators	Status	Comments	Activities/Goals for Probationary Approval
II.A.1.a The criteria for admission to initial teacher preparation programs include an assessment of academic proficiency (e.g., basic skills proficiency tests), faculty recommendations, biographical information, and successful completion of any prior college/ university course work with at least a 2.5 grade point average (GPA) on a 4-point scale.	Met		

Indicators	Status	Comments	Activities/Goals for Probationary Approval
II.A.1.b The criteria for admission to advanced programs include an assessment of academic proficiency (e.g., the Miller Analogies Test, Graduate Records Examination, and Grade Point Average), faculty recommendations, record of competence and effectiveness in professional work, and graduation from a regionally accredited college/university.	Not applicable		
II.A.1.c The admission procedures for post-baccalaureate initial preparation programs and advanced programs ensure that candidates have attained appropriate depth and breadth in both general and content studies.	Met		
II.A.2 Incentives and affirmative procedures attract candidates with high academic and other qualifications.	Met		

Indicators	Status	Comments	Activities/Goals for Probationary Approval
II.A.3 Admission decisions are monitored by the unit to ensure that the admissions criteria are applied.	Met in plans		COS to review audit sheet of first cohort.

**STANDARD II.B Composition of Candidates (Initial & Advanced).** The unit recruits, admits, and retains a diverse student body. *Unable to evaluate until Michigan program is operational.*

Indicators	Status	Comments	Activities/Goals for Probationary Approval
II.B.1 The unit has and implements an explicit plan with adequate resources to recruit, admit, and retain a diverse student body.	Met in plans	Plan is in place.	COS to observe in Michigan program, when implemented.
II.B.2 The unit's efforts and success in meeting goals for recruiting candidates from culturally diverse backgrounds are evaluated annually, and appropriate steps are taken to strengthen its plan for the future.	Met in plans	Met in programs active in other states.	COS to evaluate the race/ethnicity statistics of each cohort admitted to the Michigan program.
II.B.3 The student body is culturally diverse.	Met in plans	Plan is in place.	COS to observe in Michigan program, when implemented.
II.B.4 The student body includes males and females from two or more of the following groups: White, not Hispanic; Black, not Hispanic; Hispanic; Asian or Pacific Islander; Native American; or Other.	Met in plans	Plan is in place.	COS to observe in Michigan program, when implemented.

**STANDARD II.C Monitoring and Advising the Progress of Candidates.** The unit systematically monitors and assesses the progress of candidates and ensures that they receive appropriate academic and professional advisement from admission through completion of their professional education programs. *Unable to evaluate until Michigan program is operational.*

Indicators	Status	Comments	Activities/Goals for Probationary Approval
II.C.1 The progress of candidates at different stages of programs is monitored through authentic performance-based assessments using systematic procedures and timelines.	Met in plans	Plan is in place.	COS to evaluate in Michigan program, when implemented, including review of Teacher Education Accreditation Council inquiry brief.
II.C.2 Assessment of candidate's progress is based on multiple data sources that include grade point average (GPA), observations, the use of various instructional strategies and technologies, faculty recommendations, demonstrated competence in academic and professional work (e.g., portfolios, performance assessments, and research and concept papers), and recommendations from the appropriate professionals in schools.	Met in plans	Plan is in place.	COS to evaluate assessment data for each cohort.

<b>Indicators</b>	<b>Status</b>	<b>Comments</b>	<b>Activities/Goals for Probationary Approval</b>
II.C.3 Assessment data are systematically used to assist candidates who are not making satisfactory progress.	Met in plans	Plan is in place.	COS to evaluate in Michigan program, when implemented.
II.C.4 The ability of the candidates to create meaningful learning experiences that are based on their general, content, professional, and pedagogical knowledge is assessed.	Met in plans	Plan is in place.	COS to evaluate in Michigan program, when implemented.
II.C.5 Criteria consistent with the conceptual framework(s) of programs used to determine eligibility of student teaching and other professional internships.	Met in plans	Plan is in place.	COS to evaluate in Michigan program, when implemented.
II.C.6 Through publications and faculty advising, the candidates are provided with clear information about policies and requirements.	Met in plans	Plan is in place.	COS to evaluate in Michigan program, when implemented.



**Standard II.D Ensuring the Competence of Candidates.** The unit ensures that a candidate's competency to begin his or her professional role in schools is assessed prior to completion of the program and/or recommendation for licensure. **Unable to evaluate until Michigan program is operational.**

Indicators	Status	Comments	Activities/Goals for Probationary Approval
II.D.1 The unit establishes and publishes a set of criteria/outcomes for exit from each professional education program.	Unable to evaluate at this time	Assessment of teacher candidates must include pedagogy according to the <i>Entry-Level Standards for Michigan Teachers</i> . Also, see <i>Criteria for an Assessment of Pedagogy</i> <a href="http://www.michigan.gov/documents/criteriapedagogy_21901_7.doc">http://www.michigan.gov/documents/criteriapedagogy_21901_7.doc</a>	COS to evaluate in Michigan program, when implemented.
II.D.2 A candidate's mastery of a program's stated exit criteria or outcomes is assessed through the use of multiple sources of data such as a culminating experience, portfolios, interviews, videotaped and observed performance in schools, standardized tests, and course grades.	Unable to evaluate at this time	This information will be evaluated for final approval and ongoing re-approval of UOP as a teacher preparation unit.	COS to evaluate in Michigan program, when implemented.

**STANDARD III.A Professional Education Faculty Qualifications (Initial & Advanced).** The unit ensures that the professional education faculty are teacher scholars who are qualified for their assignments and are actively engaged in the professional community. ***Unable to evaluate standard until Michigan program is operational.***

**STANDARD III.A.1** Professional education faculty have completed formal advanced study and have demonstrated competence through scholarly activities in each field of specialization that they teach. ***Unable to evaluate standard until Michigan program is operational.***

Indicators	Status	Comments	Activities/Goals for Probationary Approval
III.A.1.a Higher education faculty have an earned doctorate (or its equivalent) or have exceptional expertise in their field to qualify them for their assignments.	Met in plans	Plan is in place.	COS requests the opportunity to review a faculty table (see <a href="http://www.michigan.gov/documents/Instructional_Faculty_C_A_83517_7.doc">http://www.michigan.gov/documents/Instructional_Faculty_C_A_83517_7.doc</a> ) for each campus at least one month prior to the beginning of classes. COS will further evaluate in Michigan program, when implemented.
III.A.1.b Higher education faculty are knowledgeable about current practice related to the use of computers and technology and integrate them in their teaching and scholarship.	Met in plans	Plan is in place.	

Indicators	Status	Comments	Activities/Goals for Probationary Approval
III.A.1.c Higher education faculty are knowledgeable about, and have experience with, teaching and learning, cultural differences, exceptionalities, and their instructional implications.	Met in plan	Plan is in place.	COS will review faculty qualifications after they have been hired.
III.A.1.d Higher education faculty serving as dissertation and/or graduate advisors are competent in the candidate's research topic and/or methodology.	Not applicable	Although this is a graduate program, it is for initial teacher certification and does not require a dissertation.	
III.A.1.e Professional education faculty who supervise field experiences have had preparation for this role and have had professional experiences in school setting(s).	Met in plans	Plan is in place.	COS requests the opportunity to review a faculty table (see <a href="http://www.michigan.gov/documents/Instructional_Faculty_C___A___83517_7.doc">http://www.michigan.gov/documents/Instructional_Faculty_C___A___83517_7.doc</a> ) for each campus at least one month prior to the beginning of classes. COS will further evaluate in Michigan program, when implemented.
III.A.1.f School faculty are licensed, have at least three years of teaching experience in their field of specialization, and model good professional practice.	Met in plans	Plan is in place.	

Indicators	Status	Comments	Activities/Goals for Probationary Approval
III.A.1.g Graduate students who teach or supervise field experiences are qualified in terms of formal study, experience, and training.	Not applicable	Graduate students will not be supervising student teachers.	

STANDARD III.A.2 Higher education faculty exhibit intellectual vitality in their sensitivity to critical issues (e.g., how content studies and pedagogical studies can be more effectively integrated; and the ethics of equity and diversity in U.S. culture) and in their efforts to address the issues and become proactive in addressing them. ***Unable to evaluate standard until Michigan program is operational.***

Indicators	Status	Comments	Activities/Goals for Probationary Approval
III.A.2.a The teaching, scholarship, and service of faculty demonstrate that they are teacher scholars.	Met in plans	Plan is in place.	COS to evaluate in Michigan program, when implemented.
III.A.2.b Faculty with assignments in advanced programs generate and disseminate new knowledge that is regularly reviewed and accepted by peers.	Not applicable		
III.A.3 Higher education faculty are actively involved with the professional world of practice in P-12 schools, and are engaged in dialogue about the design and delivery of instructional programs.	Met in plans	Plan is in place.	COS to evaluate in Michigan program, when implemented.

Indicators	Status	Comments	Activities/Goals for Probationary Approval
III.A.4 Higher education faculty are actively involved in professional associations and provide education-related services at the local, state, national, and/or international levels in their areas of expertise and assignment.	Met in plans	Plan is in place.	COS to evaluate in Michigan program, when implemented.

**STANDARD III.B Composition of Faculty.** The unit recruits, hires, and retains a diverse higher education faculty. *Unable to evaluate standard until Michigan program is operational.*

Indicators	Status	Comments	Activities/Goals for Probationary Approval
III.B.1 The unit has and implements an explicit plan with adequate resources to ensure hiring and retaining of a diverse faculty.	Partially met	Plan is in place.	COS to evaluate in Michigan program, when implemented.
III.B.2 The unit's efforts and success in meeting goals for recruiting a diverse faculty are evaluated annually, and appropriate steps are taken to strengthen plans for the future.	Met in plans	Plan is in place.	COS to evaluate in Michigan program, when implemented.
III.B.3 The faculty is culturally diverse.	Met in plans	Plan is in place.	COS to evaluate in Michigan program, when implemented.
III.B.4 The unit's higher education faculty includes males and females from two or more of the following groups: White, not Hispanic; Black, not Hispanic; Hispanic; Asian or Pacific Islander; Native American; or Other.	Met in plans	Plan is in place.	COS to evaluate in Michigan program, when implemented.

**STANDARD III.C Professional Assignments of Faculty.** The unit ensures that policies and assignments allow faculty to be involved effectively in teaching, scholarship, and service. ***Unable to evaluate standard until Michigan program is operational.***

Indicators	Status	Comments	Activities/Goals for Probationary Approval
III.C.1 Workload policies and assignments accommodate faculty involvement in teaching, scholarship, and service, including working in P-12 schools, curriculum development, advising, administration, institutional committee work, and other internal service responsibilities.	Met in plans	Plan is in place.	COS to evaluate in Michigan program, when implemented.



STANDARD III.C.2 Faculty teaching loads, including overloads and off-campus teaching, are mutually agreed upon and limited to allow faculty to engage effectively in teaching, scholarship, and service. ***Unable to evaluate standard until Michigan program is operational.***

Indicators	Status	Comments	Activities/Goals for Probationary Approval
III.C.2.a The load for faculty teaching each semester/quarter generally does not exceed 12 semester/quarter hours for undergraduate courses, nine semester/quarter hours for graduate courses, and an appropriate prorating for a combination of undergraduate and graduate courses.	Met in plans	Plan is in place.	COS to evaluate in Michigan program, when implemented.
III.C.2.b The determination of faculty teaching load considers factors including, but not limited to, class size, number of preparations, and research and service responsibilities.	Met in plans	Plan is in place.	COS to evaluate in Michigan program, when implemented.

Indicators	Status	Comments	Activities/Goals for Probationary Approval
III.C.2.c Faculty who supervise student teachers and other interns have adequate time as part of their teaching load to observe and provide feedback to candidates. (Assignments generally do not exceed a ratio of 18 full-time students to one full-time faculty member.)	Met in plans	Plan is in place.	COS to evaluate in Michigan program, when implemented.
III.C.2.d Faculty who direct graduate projects, e.g., Masters theses/projects or doctoral dissertations) received adequate adjustments in their teaching load for these activities.	Not applicable	Although this is a graduate program, it is for initial teacher certification and does not require submission of a thesis or dissertation.	

**STANDARD III.D Professional Development of Faculty.** The unit ensures that there are systematic and comprehensive activities to enhance the competence and intellectual vitality of the professional education faculty. *Unable to evaluate standard until Michigan program is operational.*

Indicators	Status	Comments	Activities/Goals for Probationary Approval
III.D.1 Policies and practices encourage professional education faculty to be continuous learners.	Met		
III.D.2 Higher education and school faculty and others who may contribute to professional education programs are regularly involved in professional development activities.	Met in plans	Plan is in place.	COS to evaluate in Michigan program, when implemented.
III.D.3 Higher education faculty are regularly evaluated in terms of their contributions to teaching, scholarship, and service; these evaluations are used in determining salary, promotion, and tenure.	Met in plans	Plan is in place.	COS to evaluate in Michigan program, when implemented.
III.D.4 Evaluations are used systematically to improve teaching, scholarship, and service of the higher education faculty within the unit.	Partially met	UOP's evaluation scheme related to teaching seems far more developed than necessary parallel schemes for the evaluation of scholarship and services.	COS to evaluate in Michigan program, when implemented.

**STANDARD IV.A Governance and Accountability of the Unit (Initial & Advanced).** The unit is clearly identified, operates as a professional community, and has the responsibility, authority, and personnel to develop, administer, evaluate, and revise all professional education programs. *Partially met.*

Indicators	Status	Comments	Activities/Goals for Probationary Approval
IV.A.1 All professional education programs are organized, unified, and coordinated to ensure the fulfillment of the unit's mission.	Met		
IV.A.2 The unit has the responsibility and authority in such areas as higher education faculty selection, tenure, promotion, and retention decisions; recruitment of candidates; curriculum decisions; and the allocation of resources for unit activities.	Met		

STANDARD IV.A.3 The unit is of sufficient size to assure the consistent delivery and quality of each program offered. ***Unable to evaluate standard until Michigan program is operational.***

Indicators	Status	Comments	Activities/Goals for Final Approval
IV.A.3.a There are sufficient numbers of school faculty and full-time higher education faculty to support each program offered for the preparation of school personnel.	Met in plans	Plan is in place	COS to evaluate in Michigan program, when implemented.
IV.A.3.b The use of part-time higher education faculty and graduate students who teach is designed to ensure integrity, quality, and continuity of the programs' conceptual framework(s).	Met in plans	Plan is in place.	COS to evaluate in Michigan program, when implemented.
IV.A.3.c There are sufficient numbers of administrative, clerical, and technical staff to support the programs offered.	Met in plans	Plan is in place.	COS to evaluate in Michigan program, when implemented.
IV.A.3.d Each doctoral program has at least three full-time higher education faculty members with earned doctoral degrees and expertise related to the program's field of specialization.	Not applicable	No doctoral program is offered.	

<b>Indicators</b>	<b>Status</b>	<b>Comments</b>	<b>Activities/Goals for Final Approval</b>
IV.A.4 Professional education faculty are actively involved in the organization and coordination of programs.	Not met	Plan is in place.	COS to evaluate in Michigan program, when implemented.
IV.A.5 A long-range planning process has been developed and is regularly monitored to ensure the ongoing vitality of the unit and its programs, as well as the future capacity of its physical facilities.	Not met	Plan is in place.	COS to evaluate in Michigan program, when implemented.
IV.A.6 School faculty, candidates, and other members of the professional community are actively involved in the unit's policymaking and/or advisory bodies.	Not met	Plan is in place.	COS to evaluate in Michigan program, when implemented.
IV.A.7 Policies and practices of the unit are non-discriminatory and guarantee due process to faculty and candidates.	Met		

**STANDARD IV.B Resources for Teaching and Scholarship.** The unit has adequate resources to support teaching and scholarship by faculty and candidates. ***Unable to evaluate standard until Michigan program is operational.***

Indicators	Status	Comments	Activities/Goals for Probationary Approval
IV.B.1 Support for professional development is at least at the level of other units in the institution.	Met in plans	Plan is in place.	COS to evaluate in Michigan program, when implemented.
IV.B.2 Higher education faculty have well-maintained and functional office, instructional, and other space to carry out their work effectively.	Met in plans	Plan is in place. Office and instructional spaces observed for other programs seems to be well maintained and functional.	COS to evaluate in Michigan program, when implemented.
IV.B.3 Higher education faculty and candidates have training in, and access to, education-related electronic information, video resources, computer hardware, software, related technologies, and other similar resources.	Met in plans	Plan is in place. Office and instructional spaces observed for other programs seems to be well maintained and functional.	COS to evaluate in Michigan program, when implemented.

Indicators	Status	Comments	Activities/Goals for Probationary Approval
IV.B.4 Library resources provide adequate scope, breadth, currency, and multiple perspectives; they are systematically reviewed to make acquisition decisions.	Met	Online resources.	
IV.B.5 Media, software, and materials collection are identifiable, relevant, accessible, and systemically reviewed to make acquisition decisions.	Partially Met	Online resources will be augmented with Michigan-specific links.	COS to evaluate in Michigan program, when implemented.
IV.B.6 There are sufficient library and technical staff to support the library, instructional materials collection, and media/ computer support services.	Partially Met	Online resources seem well supported.	COS to evaluate in Michigan program, when implemented.



**STANDARD IV.C Resources for Operating the Unit.** The unit has sufficient facilities, equipment, and budgetary resources to fulfill its mission and offer quality programs. ***Unable to evaluate standard until Michigan program is operational.***

Indicators	Status	Comments	Activities/Goals for Probationary Approval
IV.C.1 Budget trends over the past five years and future planning indicate adequate support for the programs offered in professional education.	Met		COS to evaluate in Michigan program, when implemented.
IV.C.2 Resources are allocated to programs in a manner that allows each one to meet its expected outcomes.	Met for current programs		COS to evaluate in Michigan program, when implemented.
IV.C.3 Facilities and equipment are functional and well maintained. They support computing, educational communications, and educational and instructional technology at least at the level of other units in the institution.	Met for current programs		COS to evaluate in Michigan program, when implemented.

## Michigan Specific Standards/Rules/Guidelines

Requirements	Status	Comments	Activities/Goals for Probationary Approval
<b>I. Initial Teacher Preparation</b>			
1. The preparation program ensures that individuals recommended for certification have an acquaintance with the substance, concepts, and methods of the principal areas of human knowledge, and skills essential to communication and inquiry in modern society, by requiring not less than 40 semester hours in a program of general or liberal education. [See Rule 390.1122 (1).]	Met in plans	Plan is in place.	COS to evaluate course sequence and syllabi for Michigan program, when implemented.
2. The preparation program ensures that individuals recommended for certification have completed 20 semester hours of theoretical and practical knowledge in the following fields:			

Requirements	Status	Comments	Activities/Goals for Probationary Approval
2(a) How human beings grow and how they learn. Elementary preparation shall focus on the developmental needs of pre-adolescents and early adolescents. Secondary preparation focuses on the developmental needs of early adolescents and adolescents. All study includes the needs of the exceptional child, including those with handicapping conditions; the gifted and talented; and those with cultural differences.	Met in plans	Plan is in place.	COS to evaluate course sequence and syllabi for Michigan program, when implemented.
2(b) The structure, function, and purposes of educational institutions in our society.	Met in plans	Plan is in place.	COS to evaluate course sequence and syllabi for Michigan program, when implemented.
3. The preparation program addresses the Michigan State Board of Education 1993 <i>Entry-Level Standards for Michigan Teachers (ELSMT)</i> , including:			Note that a plan for an assessment of pedagogy based on the ELSMT, will be a requirement for probationary approval.
3(a) An understanding and appreciation of the liberal arts (the humanities, the social sciences, the mathematical and natural sciences, and the arts);	Met in plans	Plan is in place.	COS to evaluate course sequence and syllabi for Michigan program, when implemented.

Requirements	Status	Comments	Activities/Goals for Probationary Approval
3(b) An understanding of the commitment to student learning and achievement;	Met in plans	Plan is in place.	COS to evaluate course sequence and syllabi for Michigan program, and MTTC subscores after the program is implemented.
3(c) A knowledge of the assigned subject areas and how to teach those subjects;	Met in plans	Plan is in place, but COS members have concerns that the content knowledge related to the elementary curriculum may be insufficient.	COS to evaluate course sequence and syllabi for Michigan program, when implemented.
3(d) An ability to manage and monitor student learning;	Met in plans	Plan is in place.	COS to evaluate course sequence and syllabi for Michigan program, when implemented.
3(e) An ability to systematically organize teaching practices and to learn from experience;	Met in plans	Plan is in place.	COS to evaluate course sequence and syllabi for Michigan program, when implemented.
3(f) A commitment to participation in learning communities; and	Met in plans	Plan is in place.	COS to evaluate course sequence and syllabi for Michigan program, when implemented.
3(g) An ability to use information technology to enhance learning and to enhance personal and professional productivity.	Met in plans	Plan is in place.	COS to evaluate course sequence and syllabi for Michigan program, when implemented.
4. The preparation program ensures that before individuals engage in student teaching, the individuals demonstrate (from Section 1531b <i>The Revised School Code</i> ):			

Requirements	Status	Comments	Activities/Goals for Probationary Approval
4(a) High academic achievement;	Met in plans	Plan is in place.	COS to evaluate candidate performance in Michigan program, when implemented.
4(b) Successful group work with children (as a condition for admission to the teacher preparation curriculum);	Met in plans	Plan is in place.	COS to evaluate documentation related to admission criteria in Michigan program, when implemented.
4(c) Knowledge of research-based teaching; and	Met in plans	Plan is in place.	COS to evaluate in Michigan program, when implemented.
4(d) Working knowledge of modern technology and use of computers.	Met in plans	Plan is in place.	COS to evaluate in Michigan program, when implemented.
5. State Board of Education guidelines, policies and programs and recent legislative requirements (such as the following items listed) are studied as part of the preparation program.			
5(a) <i>Entry-Level Standards for Michigan Teachers</i> (Michigan State Board of Education, 1993, 1998).	Met in plans	Plan is in place.	COS to evaluate course sequence and syllabi for Michigan program, when implemented.
5(b) <i>Administrative Rules Governing the Certification of Michigan Teachers</i> .	Met in plans	Plan is in place.	COS to evaluate course sequence and syllabi for Michigan program, when implemented.

Requirements	Status	Comments	Activities/Goals for Probationary Approval
5(c) Michigan Test for Teacher Certification, including test objectives.	Met in plans	Plan is in place.	COS to evaluate course sequence and syllabi for Michigan program, when implemented.
5(d) <i>The Revised School Code</i> (1996).	Met in plans	Plan is in place.	COS to evaluate course sequence and syllabi for Michigan program, when implemented.
5(e) Administrative Rules for Special Education (1996).	Not applicable		
5(f) Michigan Curriculum Framework	Met in plans	Plan is in place.	COS to evaluate course sequence and syllabi for Michigan program, when implemented.

Requirements	Status	Comments	Activities/Goals for Probationary Approval
5(g) Portions of the School Code pertaining to criminal activity:			
1.) Section 1230 (criminal records check by State Police/FBI);	Met in plans	Plan is in place.	COS to evaluate course sequence and syllabi for Michigan program, when implemented.
2.) Sections 1535a, 1539a, and 1539b (Requirements for reporting, notification, criminal conviction and suspension); and	Met in plans	Plan is in place.	COS to evaluate course sequence and syllabi for Michigan program, when implemented.
3.) Section 1809 (certificate fraud).	Met in plans	Plan is in place.	COS to evaluate course sequence and syllabi for Michigan program, when implemented.
5(h) Procedures for certificate denial, suspension, revocation, and reinstatement ( <i>Administrative Rules Governing the Certification of Teachers</i> , Part 10).	Met in plans	Plan is in place.	COS to evaluate course sequence and syllabi for Michigan program, when implemented.
5(i) Public Act 25 (School Improvement).	Met in plans	Plan is in place.	COS to evaluate course sequence and syllabi for Michigan program, when implemented.
5(j) Michigan State Board of Education Policy Statement on Multicultural Education (August 1992).	Met in plans	Plan is in place.	COS to evaluate course sequence and syllabi for Michigan program, when implemented.
5(k) Michigan Alternative Routes to Teacher Certification (MARTC).	Not Applicable	No MARTEC programs are currently operational in Michigan.	

Requirements	Status	Comments	Activities/Goals for Probationary Approval
<b>II. Content Studies</b>			
1. Form X (Programs Offered for Certification/Endorsement) is complete and accurate. Advanced preparation programs are identified. (See definition in <i>Glossary of NCATE Standards, Procedures and Policies</i> , 1995.)	Not Applicable		
2. (Rule 390.1126) Programs for State Elementary Provisional Certificates ensure that candidates complete:			
2(a) Requirements of Rule 390.1122 (not less than 40 semester hours in a program of general or liberal education). (See details under I.B.)	Met in plans	Plan is in place.	COS to evaluate in Michigan program, when implemented.
2(b) Requirements of Rule 390.1123 (20 hours of theoretical and practical knowledge, including six semester hours of directed teaching).	Met in plans	Plan is in place.	COS to evaluate in Michigan program, when implemented.



Requirements	Status	Comments	Activities/Goals for Probationary Approval
<p>2(c) A major of not less than 30 semester hours or a group major of 36 semester hours, and a planned program of 20 semester hours in other fields deemed appropriate to elementary education;</p> <p>or...</p> <p>Three minors of not less than 20 semester hours each, two of which shall be in substantive fields which may include a group minor of 24 semester hours and one of which may be a planned program of 20 semester hours in a combination of methods and content appropriate to elementary education. (See Rule 390.1126.)</p>	Met in plans	<p>Plan is in place.</p> <p>COS members are concerned that accepted majors and minors are relevant to elementary curriculum content and suggest that UOP develop a crosswalk matrix for use in evaluating coursework previously completed by candidates as appropriate to a major or minor for an undergraduate elementary program.</p> <p>This matrix would be used by admissions advisors to evaluate if coursework previously completed adequately addresses Michigan standards for majors and minors in language arts, social studies, mathematics, integrated science, reading, and arts for elementary candidates. It might include the Michigan standards and acceptable course titles that should cover the content. A method of evaluating coursework previously completed needs to be in place before candidates are admitted into the program.</p>	COS to evaluate in Michigan program, when implemented. The COS will want to complete periodic sampling of candidate records that indicate deficiencies in previous preparation and the courses recommended to complete the major/minor requirements.

Requirements	Status	Comments	Activities/Goals for Probationary Approval
<p>2(d) Six semester hours in the teaching of reading, including developmental reading, management of reading instruction, and reading in the content areas.</p>	<p>Met in plans</p>	<p>COS was not sure if Masters of Arts in Teaching (MAT) 535 (Children's Literature) would be a required course, as it does not appear on the <i>List of Professional and Pedagogical Studies Course Requirements (Form XXX)</i>.</p> <p>Referencing the Michigan standards for elementary preparation in reading instruction:  <a href="http://www.michigan.gov/documents/ReadingInstructionElementaryStandardsSBEJuly_02_35652_7.doc">http://www.michigan.gov/documents/ReadingInstructionElementaryStandardsSBEJuly_02_35652_7.doc</a></p> <ul style="list-style-type: none"> <li>• Standard 1, Professional Practices – no evidence of coverage in MAT 530 (Curriculum Constructs and Assessment: Reading/Language Arts), COS saw no references to journals of professional organizations. MAT 517 (Survey of Special Populations) references professionalism in respect to special populations.</li> <li>• Standard 2, Research and Major Theories – MAT 530 addresses major components of reading activities (i.e., comprehension and phonics/textbook reading).</li> </ul> <p>Continued -- next page</p>	<p>COS to evaluate in Michigan program, when implemented.</p> <p>MDE staff to work with UOP to ensure that information specific to Michigan reading initiatives (i.e., Grade Level Content Expectations (GLCEs), Michigan Literacy Progress Profile (MLPP), and Language Essentials for Teachers of Reading and Spelling (LTRS) are linked as web resources for all UOP teacher candidates.</p>

Requirements	Status	Comments	Activities/Goals for Probationary Approval
		<p>Continued -- from prior page</p> <ul style="list-style-type: none"> <li>• Standard 3, Integration of the Language Arts in All Content Areas – COS was not able to find evidence of plans to teach this topic.</li> <li>• Standard 11 (Social and Cultural Dynamics) - Addressed in MAT 517 (Special Populations) and MAT 515 (Instruction and Assessment of English Learners). The COS is concerned regarding the inherent teaching of a deficit view when considering this topic.</li> <li>• The COS were not able to access textbooks and bibliographic references listed in syllabi.</li> <li>• The Informal Reading Inventory (IRI) referenced in MAT 530 was not available to the COS, but did not seem to be a “mainstream” publication. The syllabus indicates that reading and testing instruments are provided for candidate use. There was no indication of discussion of the comparative value of various testing instruments.</li> </ul> <p>Continued -- next page</p>	

Requirements	Status	Comments	Activities/Goals for Probationary Approval
		<p>Continued -- from prior page</p> <ul style="list-style-type: none"> <li>In the MAT 530 syllabus, there was very little indication of the process of constructing meaning (the Michigan definition of reading).</li> </ul> <p>Any information about differentiated instruction and variance in learning seems to be presented within the context of disabilities (MAT 515 and MAT 517), rather than approaching the variance as normal for any learner.</p>	
3. (Rule 390.1127) Programs for State Secondary Provisional Certificates ensure that candidates complete:			
3(a) Requirements of Rule 390.1122 (not less than 40 semester hours in a program of general or liberal education.) (See details under Initial Teacher Preparation);	Not Applicable	UOP is applying for approval of an elementary program only.	
3(b) Requirements of Rule 390.1123 (20 semester hours of theoretical and practical knowledge, including six semester hours of directed teaching);	Not Applicable		

<b>Requirements</b>	<b>Status</b>	<b>Comments</b>	<b>Activities/Goals for Probationary Approval</b>
3(c) (1) A major of not less than 30 semester hours or a group major of 36 semester hours.	Not Applicable		
(2) A minor of 20 semester hours or a group minor of 24 semester hours.	Not Applicable		
(3) Three semester hours in the teaching of reading (including studies in reading in the content areas).	Not Applicable		
4. Credit to obtain one major/minor is not used to obtain another major/minor, except in permissible areas such as special education and bilingual education. (See Rule 390.1128, which applies to already certificated persons.)	Not Applicable		
5. Programs that prepare candidates for K-12 endorsements have appropriate components. (Specify)	Not Applicable		

Requirements	Status	Comments	Activities/Goals for Probationary Approval
<p>6. Appropriate program standards have been used to guide the program. (If the State Board of Education (SBE) has approved standards for the content area, those standards must be addressed.)</p> <p>The program areas where standards have been adopted by the SBE are listed on the form Program Requirements Adopted by the Michigan State Board of Education or defined by Administrative Rule.</p> <p>School Psychologist programs must meet the requirements of Rule 380.201 (September 1, 1992).</p>	Not Applicable		

Requirements	Status	Comments	Activities/Goals for Probationary Approval
<p>7. Group areas leading to an X code endorsement must include a fair balance of the various areas subsumed in that field.</p> <p>AX Communication Arts  BX Language Arts  DX Science  EX Mathematics  GX Business Education  HX Agricultural Education  IX Industrial Technology  JX Music Education  LX Art Education  MX Health, Physical Education, Recreation (and Dance)  OX Fine Arts  PX Humanities  RX Social Studies  TX Technology and Design</p>	Not Applicable	UOP does not plan to offer programs leading to any certificate endorsements.	

Requirements	Status	Comments	Activities/Goals for Probationary Approval
8. Files of certification candidates contain appropriate documentation, including transcripts, letters of recommendation, Michigan Test for Teacher Certification scores, and criminal records check.	Met in plans	<p>Plan is in place. UOP elementary candidates will have to pass the MTTC Basic Skills and Elementary tests.</p> <p>The COS suggests that UOP ask its candidates criminal conviction questions "early and often" throughout the preparation program.</p>	COS to evaluate in Michigan program, when implemented including the review of MTTC Basic Skills pass rates, MTTC Elementary test pass rates, and forms used to document that candidates have been notified regarding their responsibility to report felonies and/or other public infractions that might affect their opportunity to become certified teachers.
9. The institution provides institutional supervision for a minimum of six semester hours (of the required 20 semester hours of theoretical and practical knowledge) in directed teaching at the level for which the program prepares candidates for certification. [See Rule 390.1123(2).]	Met in plans	Plan is in place.	COS to evaluate in Michigan program, when implemented.



Requirements	Status	Comments	Activities/Goals for Probationary Approval
<b>III. Field Experiences</b>			
The institution provides institutional supervision for a minimum of six semester hours (of the required 20 semester hours of theoretical and practical knowledge) in directed teaching at the level for which the program prepares candidates for certification. [See Rule 390.1123(2).]	Met in plans	Plan is in place.	COS to evaluate in Michigan program, when implemented.

## Committee of Scholars Plan to Review and Monitor the University of Phoenix Elementary Program as it is Implemented in Michigan

Critical Points	COS Action	Comments
Spring 2006	Interview candidates, faculty, program administrators, student teacher supervisors, cooperating teachers, and school district administrators.	For both sites.
Spring 2006	Observe several classes.	For both sites.
Spring 2006	Observe facilities including office space, classrooms, and computer labs.	For both sites.
Spring 2006	Review data indicating the success of candidates in the program.	For both sites.

### Summary of Findings from the Committee of Scholars

The Committee of Scholars (COS) was appointed by the Michigan State Board of Education to evaluate the proposal from the University of Phoenix (UOP) to offer a land-based elementary teacher preparation program for post-baccalaureate candidates at several Michigan campuses. The COS has determined that the program design is sound and that it has been successfully implemented in several other states. The UOP financial plan supports the feasibility of implementing the program in Michigan.

The COS is recommending that the State Board of Education grant probationary approval to the UOP for the purpose of developing this elementary teacher preparation program in Michigan. Because the COS has not observed the UOP elementary preparation in operation yet in Michigan, as would be the case with other institutions applying for this type of approval, a controlled implementation, with opportunities for COS review and support is recommended.

The COS recommends that, until the Michigan program is considered to fully meet the standards and requirements for probationary approval, that:

- the program is recommended for “limited probationary approval.” This would allow the institution to admit a limited number of candidates at a limited number of sites and to recommend those candidates for Michigan certification.
- the program is implemented on no more than two campuses (one in Grand Rapids and one in the Detroit area).
- no more than 80 candidates are accepted for each of the two sites.
- the COS and the UOP jointly plan for COS visits to the program to ensure that the standards required for probationary approval have been fully met.
- the COS provides consultation to the UOP, as needed, as the program is implemented.

## University of Phoenix Contacts

Name	Preferred Mailing Address	Contact Information
Ted Blashak Vice President, Michigan Campuses	Livonia Learning Center 17740 Laurel Park Drive, North Livonia, MI 48152	Work: (734) 853-4836 Fax: (734) 591-7042 E-mail: Ted.Blashak@phoenix.edu
Meredith Curley, Assistant Dean University of Phoenix College of Education	University of Phoenix Academic Affairs 4615 E. Elwood Street Phoenix, Arizona 85040	Work: (480) 557.1217 Fax: (480) 929.7164 E-mail: meredith.curley@apollogrp.edu
Bill Kandler, Governmental Consulting Cusmano Kandler & Reed, Inc.	124 W. Allegan, Suite 1720 Lansing, MI 48933	Work: (517) 485-4044 Fax: (517) 485-4045 E-mail: kandlerw@ckronline.com
Marla LaRue Dean, College of Education	University of Phoenix Academic Affairs 4615 E. Elwood Street Phoenix, Arizona 85040	Work: (480) 966-9577 Fax: (480) 968-1159 E-mail: Marla.LaRue@phoenix.edu
Robert Thomas Chair of Education Detroit Campus		Work: 248-675-3706 Fax: 313-341-6444 E-mail: Robert.Thomas@phoenix.edu
Michael Wright Director of Academic Affairs Detroit Campus		Work: (248) 925-4116 Fax: E-mail: Michael.Wright@phoenix.edu

