



STATE OF MICHIGAN
STATE BOARD OF EDUCATION
LANSING



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GOVERNOR

THOMAS D. WATKINS, JR.
SUPERINTENDENT OF
PUBLIC INSTRUCTION

September 10, 2003

MEMORANDUM

TO: State Board of Education

FROM: Thomas D. Watkins, Jr., Chairman

SUBJECT: Approval of Standards, Requirements, and Procedures for Initial Approval of Teacher Preparation Institutions

In pursuit of its goal to ensure teacher quality, the State Board of Education (SBE) has adopted policies, procedures, and standards for the initial approval of institutions that wish to prepare teachers in Michigan. These policies include the approval of the education unit (the college, school, or department of education) and any specialty programs the institution plans to offer to teacher candidates. The approval process includes the SBE appointment of a Committee of Scholars (COS) composed of representatives from both public and independent institutions, as well as from K-12 schools. The COS reviews the institution's applications, offers suggestions for program improvement, and makes recommendations for SBE approval. All proposed specialty programs are reviewed by content experts to ensure that Michigan standards have been met.

The procedures for this initial approval of institutions for teacher preparation have been in place since 1970, with updates made in 1997. The procedures in Attachment A will bring the process up to date with current standards and policies required of fully approved institutions. The procedures have been reviewed by current COS teams and piloted by several institutions who seek initial approval to offer teacher preparation programs. Revisions have been made based on feedback received.

It is recommended that the State Board of Education approve the Standards, Requirements, and Procedures for Initial Approval of Teacher Preparation Institutions, as described in the Superintendent's memorandum dated September 10, 2003.

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**Michigan Department of Education
Office of Professional Preparation Services**

**Standards, Requirements, and
Procedures for Initial Approval
of
Teacher Preparation Institutions

(Units and Specialty Programs)**

August 28, 2003

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Application for Initial Approval as a Teacher Preparation Institution

Purpose of the Approval Process: To protect the integrity of the teaching profession, ensure well-qualified teachers in every classroom, and meet program standards required of all Michigan teacher preparation institutions.

Authority: A teacher certification system is an instrument of the state designed to ensure professional preparation and competence of its teachers. Acting through the Legislature, the people of Michigan have made the State Board of Education (SBE) the agency that authorizes programs in teacher education.

The SBE has the authority to approve or disapprove teacher education institutions and programs designed for the preparation of teachers.¹ Institutions approved by the SBE are authorized to recommend graduates in specifically designated areas of teacher preparation as candidates for elementary and secondary teaching certificates.

The Approved Program System: The Approved Program System accommodates the authority structure of the SBE and complements the administrative responsibilities of the Michigan Department of Education (MDE). It shares the responsibility for the individual professional judgments required for the issuance of certificates with the institution sponsoring each candidate. Recommendations from approved institutions are accepted by the SBE and the MDE as tacit evidence that each candidate recommended has satisfactorily completed all requirements of the certification code and the approved programs at the sponsoring institution.

Submission of Application: Institutions are required to submit all application-related documents electronically via CD-Rom, e-mail attachment, or by web postings. *With the submission of an application for review and approval as a teacher preparation institution, an institution agrees to comply with the requirements of the process and to cover costs of convening a committee of scholars, including site visit(s) to the institution.*

¹ Administrative Rules Governing the Certification of Michigan Teachers, Rule 390.1151

Application for Preliminary Approval

Applications for preliminary approval are reviewed by Michigan Department of Education staff. When satisfactory, a recommendation is made to the State Board of Education.

Preliminary approval authorizes the institution to proceed with the development of the teacher education program identified in the request, but does not authorize the recommendation of graduates for certification.

This application must include the following items:

1. Official declaration of intent; request for approval;²
2. Documentation of approval to offer higher education programs in Michigan;³
3. Evidence of regional accreditation status, if available (*probationary approval may be granted prior to regional accreditation of the institution*);
4. Documentation describing a core of classes in the liberal arts with at least one course in each core area (English language arts, science, social studies, and mathematics);
5. Documentation to show the capacity to develop required components of a teacher preparation program including majors and minors (K-12 teachable) and a core of professional education classes;
6. Evidence of collaboration with school districts, including a plan for the development of an advisory board of community representatives;
7. Evidence to show that the institution's governing structure will accept, respect, include, and support a teacher preparation program (letter from administrative officers, budget detail, etc.);
8. Evidence of collaboration with another approved teacher preparation institution that agrees to recommend your institution's candidates for certification, as needed, for continuous progress and program completion; and⁴
9. Documentation regarding the expertise of individuals directed to guide this program.

As soon as the Application for Preliminary Approval is received, work begins to select a Committee of Scholars (COS) to review the next application for approval. The institution has the opportunity to question the selection of any of the committee members before the composition of the COS is finalized.

2 See attached suggestions for a letter of intent.

3 For information regarding approval to offer higher education programs in Michigan, please contact the Department of Career Development, Office of Postsecondary Services, 517-373-6551.

4 If it is anticipated that collaboration will be needed with another institution to recommend candidates prior to probationary approval, it will be important to ascertain that the selected institution has approved programs in the desired specialty areas. MDE recommends that mentor institutions be selected from fully approved teacher preparation institutions and not from those with conditional unit approval.

Application for Probationary Approval

Probationary approval authorizes the institution to recommend candidates for certification under limits stipulated in the probation. Before the termination of the probationary approval, the institution shall present evidence that it has qualified for final approval or shall request a three-year extension of the probationary period. Only one such extension will be granted by the SBE. It may be granted for a period of three to five years when problems are identified that require resolution prior to final approval. Probationary approval may be granted prior to regional accreditation of the institution.

This application must include the following items:

1. Evidence that a dean, director, or chairperson is officially designated to represent the unit and assigned the authority and responsibility for its overall administration and operation;⁵
2. Response to state standards for the initial approval of teacher preparation units;⁶
3. Response to the Michigan Specific Standards/Rules/Guidelines (includes Administrative Rules, Revised School Code, and other legislative and policy requirements);⁷
4. Instrument for the assessment of student teachers that is based on the Criteria for the Assessment of Pedagogy (based on the Entry-Level Standards for Michigan Teachers);⁸
5. Form X, Programs Offered for Certification/Endorsement;⁹
6. Form XXX, Professional and Pedagogical Studies Course Requirements;¹⁰

5 Document to include:

Job description for dean, director, or chairperson

Chart depicting administrative and organizational structure of the unit

6 See attached Standards for the Initial Approval of the Professional Education Unit.

7 See attached Michigan Specific Standards/Rules/Guidelines Matrix. This matrix is also available online at http://www.michigan.gov/documents/specstdsmatrix_21921_7.doc.

8 See attached Entry-Level Standards for Michigan Teachers and Criteria for an Assessment of Pedagogy. These documents are available on the web at http://www.michigan.gov/documents/elstandards_21890_7.doc.

9 See attached *Form X*. This form is available on the web at http://www.michigan.gov/documents/formX_21919_7.doc

10 See attached *Form XXX*. This form is available on the web at http://www.michigan.gov/documents/formXXX_21920_7.doc

7. Application for approval of all specialty area programs for which the institution initially intends to recommend candidates;¹¹
8. Evidence that the institution has achieved a cumulative pass rate from candidate performance on the Michigan Test for Teacher Certification (MTTC) basic skills test that is acceptable to the Committee of Scholars, given the institution's mission;¹²
9. Evidence that the institution has adopted a policy that candidates have to pass the MTTC Basic Skills Test before beginning the professional education coursework;¹³
10. Evidence of written policies and procedures upon which the operations of the unit rest; and¹⁴
11. A written description of the professional education unit that is primarily responsible for the preparation of teachers and other professional education personnel.¹⁵

11 See attached Application for State Approval of Teacher Preparation Specialty Programs (also available on the web: http://www.michigan.gov/documents/progapp_21902_7.doc.) A separate application must be completed for each specialty area program. Applications are reviewed by content specialists and each program must be approved by the SBE. After an institution has reached the stage of probationary approval, additional specialty area programs may be submitted for approval at any time. See attached Minimum Required Hours for Specialty Programs Quick Reference Chart, also on the web: http://www.michigan.gov/documents/minhrsarefchart_21931_7.doc.

12 Refer to the current MTTC Registration Bulletin. Some information regarding the MTTC is available on the web: http://www.michigan.gov/mde/0,1607,7-140-5234_5683_5857---,00.html.

13 Refer to the current MTTC Registration Bulletin. Some information regarding the MTTC is available on the web: http://www.michigan.gov/mde/0,1607,7-140-5234_5683_5857---,00.html.

14 Documentation to include codified policies and operating procedures of the unit, such as policy manual or constitution and by-laws.

15 Documentation to include:

Verification by an appropriate central administration officer of the unit with primary responsibility for professional education and the unit's authority.

Chart depicting all programs for the preparation of school personnel in the institution, indicating the unit in which each is administratively located (e.g., School of Education, School of Music, School of Arts and Sciences, etc.), and the administrative unit's relationship to the professional education unit.

Unit statement of mission, purpose, or goals (maximum of three pages).

Summary of meetings and actions of the professional education unit for the preceding year (maximum of two pages).

Application for Final Approval

1. The institution fully meets all state code and SBE policy requirements.
2. The institution fully meets all state requirements for the unit. The institution has provided acceptable outcome data, including an 80% minimum collective pass rate on specialty area MTTC tests.¹⁶
3. The unit utilizes a variety of assessment instruments (Michigan assessment of pedagogy, MTTC pass rates, feedback from specialty area faculty, candidates, graduates, supervising teachers, cooperating teachers, etc.) to evaluate academic and professional competence of professional education candidates prior to graduation and/or recommendation for licensure.
4. The unit utilizes assessment data for continuous program improvement.
5. Appropriate sections from the current Periodic Review/Program Evaluation (PR/PE) unit review process may be added to reflect any new requirements.

Notes:

- After final approval, teacher preparation institutions are subject to review through the PR/PE process.
- Recommendations for probationary and final approval are made by the COS. The COS may request additional documentation at any phase of the approval process. The COS will also visit the institution to inspect documentation and conduct interviews with administrators, faculty, community representatives, and candidates.
- At any stage in the approval or review process, appeals may be made to the PR/PE Council.

¹⁶ All candidates since preliminary approval or for the last five years (maximum).

Suggestions for Preparing a Letter of Intent

The letter of intent is to be prepared on letterhead stationery, signed by the president, academic vice president, provost, or other ranking official; and include a

- Declaration of intent to seek approval to offer teacher preparation programs and recommend candidates for certification;
- Willingness to work with the Michigan Department of Education through the approval process; and
- Statement regarding any agreements with any other approved Michigan teacher preparation institutions for purposes of mentoring or transfer of current students.

Standards for the Initial Approval of the Professional Education Unit

Design of Professional Education

STANDARD I.A

Conceptual Framework(s) (Initial & Advanced)

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.

Indicators:

- 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.
- 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.
 - 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.
 - The framework(s) reflects multicultural and global perspectives, that permeate all programs.
 - 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.
- I.A.2 Coherence exists between the conceptual framework(s) and student outcomes, courses, field experiences, instruction, and evaluation.
- Courses in general, content, professional and pedagogical, and integrative studies complement one another and are consistent with the conceptual framework(s).
 - Field experiences are an integrated part of the professional education curriculum and are consistent with the conceptual framework(s).
- 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.
-

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.

Indicators:

- I.B.1 The general studies include the arts, communications, history, literature, mathematics, philosophy, sciences, and the social sciences.
 - I.B.2 The general studies incorporate 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.

Indicators:

- 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.
 - I.C.2 The guidelines and standards of specialty organizations are used in developing programs in each content area.
-

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.

Indicators:

- 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:
- the social, historical, and philosophical foundations of education, including an understanding of the moral, social, and political dimensions of classrooms, teaching, and schools;
 - the impact of technological and societal changes on schools;
 - theories of human development and learning;
 - inquiry and research;
 - school law and educational policy;
 - professional ethics; and
 - the responsibilities, structure, and activities of the profession.
- I.D.2 Candidates complete a well-planned sequence of courses and/or experiences in pedagogical studies that help develop understanding and use of:
- research and experience-based principles of effective practice for encouraging the intellectual, social, and personal development of students;
 - different student approaches to learning for creating instructional opportunities adapted to learners from diverse cultural backgrounds and with exceptionalities;
 - variety of instructional strategies for developing critical thinking, problem solving, and performance skills;
 - individual and group motivation for encouraging positive social interaction, active engagement in learning, and self-motivation;
 - effective verbal, nonverbal, and media communications for fostering active inquiry, collaboration, and supportive interactions in the classroom;
 - planning and management of instruction based on knowledge of the content area, the community, and curriculum goals;
 - formal and informal assessment strategies for evaluating and ensuring the continuous intellectual, social, and physical development of the learner;
 - collaboration with school colleagues, parents, and agencies in the larger

- community for supporting students' learning and well being;
- effective interactions with parents for supporting students' learning and well-being;
 - the opportunity for candidates to reflect on their teaching and its effects on student growth and learning; and
 - educational technology, including the use of computer and other technologies in instruction, assessment, and professional productivity.
-

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.

Indicators:

- 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.
- 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.
-

STANDARD I.F

Advanced Professional Studies

The unit ensures that candidates become more competent as teachers or develop competencies for other professional roles (e.g., school library media specialist, school psychologist, or principal).

Indicators:

- I.F.1 Advanced programs for the continuing preparation of teachers or other school personnel build upon and extend prior knowledge and experiences that include core understanding of learning and practices that support learning.
 - I.F.2 The guidelines and standards of specialty organizations are used in developing each advanced program.
 - 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.
-

STANDARD I.G

Quality of Instruction (Initial & Advanced)

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.

Indicators:

- I.G.1 Higher education faculty use a variety of instructional strategies that reflect an understanding of different models and approaches to learning.
 - I.G.2 Instruction encourages the candidate's development of reflection, critical thinking, problem solving, and professional dispositions.
 - I.G.3 Teaching reflects knowledge about, and experiences with, cultural diversity and exceptionalities.
 - I.G.4 Instruction is continuously evaluated and the results are used to improve teaching within the unit.
-

STANDARD I.H

Quality of Field Experiences (Initial & Advanced)

The unit ensures that field experiences are consistent with the conceptual framework(s), are well planned and sequenced, and are of high quality.

Indicators:

- I.H.1 The unit selects field experiences, including student teaching and internships, to provide candidates with opportunities to:
- relate principles and theories from the conceptual framework(s) to actual practice in classrooms and schools;
 - create meaningful learning experiences for all students; and
 - study and practice in a variety of communities with students of different ages and with culturally diverse and exceptional populations.
- I.H.2 Field experiences encourage reflection by candidates and include feedback from higher education faculty, school faculty, and peers.
- 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.)
-

STANDARD I.I

Professional Community (Initial & Advanced)

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.

Indicators:

- 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.

I.I.2 The unit develops agreements with schools and cooperating professionals to ensure that:

- student teaching, internships, and other field experiences are collaboratively designed and implemented; and
- candidates are supported in their achievement of the desired learning goals.

I.I.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.

Candidates in Professional Education

STANDARD II.A

Qualifications of Candidates (Initial & Advanced)

The unit recruits, admits, and retains candidates who demonstrate potential for professional success in schools.

Indicators:

- II.A.1 A comprehensive system is used to assess the qualifications of candidates seeking admission.
- 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.
 - 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.
 - 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.
- II.A.2 Incentives and affirmative procedures attract candidates with high academic and other qualifications.
- II.A.3 Admission decisions are monitored by the unit to ensure that the admissions criteria are applied.
-

STANDARD II.B

Composition of Candidates (Initial & Advanced)

The unit recruits, admits, and retains a diverse student body.

Indicators:

- II.B.1 The unit has and implements an explicit plan with adequate resources to recruit, admit, and retain a diverse student body.
 - 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.
 - II.B.3 The student body is culturally diverse.
 - 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.
-

STANDARD II.C

Monitoring and Advising the Progress of Candidates (Initial & Advanced)

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.

Indicators:

- II.C.1 The progress of candidates at different stages of programs is monitored through authentic performance-based assessments using systematic procedures and timelines.
- II.C.2 Assessment of a 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.
- II.C.3 Assessment data are systematically used to assist candidates who are not making satisfactory progress.

- II.C.4 The ability of candidates to create meaningful learning experiences that are based on their general, content, professional, and pedagogical knowledge is assessed.
- II.C.5 Criteria consistent with the conceptual framework(s) of programs are used to determine eligibility for student teaching and other professional internships.
- II.C.6 Through publications and faculty advising, candidates are provided clear information about institutional policies and requirements needed for completing their professional education programs, the availability of social and psychological counseling services, and job opportunities.
-

STANDARD II.D

Ensuring the Competence of Candidates (Initial & Advanced)

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.

Indicators:

- II.D.1 The unit establishes and publishes a set of criteria/outcomes for exit from each professional education program.
- 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.
-

Professional Education Faculty

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.

Indicators:

- 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.
- Higher education faculty have an earned doctorate (or its equivalent) or have exceptional expertise in their field to qualify them for their assignments.
 - Higher education faculty are knowledgeable about current practice related to the use of computers and technology and integrate them in their teaching and scholarship.
 - Higher education faculty are knowledgeable about, and have experience with, teaching and learning, cultural differences, exceptionalities, and their instructional implications.
 - Higher education faculty serving as dissertation and/or graduate advisors are competent in the candidate's research topic and/or methodology.
 - Professional education faculty who supervise field experiences have had preparation for this role and have had professional experiences in school setting(s).
 - School faculty are licensed, have at least three years of teaching experience in their field of specialization, and model good professional practice.
 - Graduate students who teach or supervise field experiences are qualified in terms of formal study, experience, and training.
- 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.
- The teaching, scholarship, and service of faculty demonstrate that they are teacher scholars.
 - Faculty with assignments in advanced programs generate and disseminate new knowledge that is regularly reviewed and accepted by peers.

- 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.
- 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.
-

STANDARD III.B

Composition of Faculty (Initial & Advanced)

The unit recruits, hires, and retains a diverse higher education faculty.

Indicators:

- III.B.1 The unit has and implements an explicit plan with adequate resources to ensure hiring and retaining of a diverse faculty.
- 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.
- III.B.3 The faculty is culturally diverse.
- 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.
-

STANDARD III.C

Professional Assignments of Faculty (Initial & Advanced)

The unit ensures that policies and assignments allow faculty to be involved effectively in teaching, scholarship, and service.

Indicators:

- 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.
- 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.
- 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.
 - The determination of faculty teaching load considers factors including, but not limited to, class size, number of preparations, and research and service responsibilities.
 - 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.)
 - Faculty who direct graduate projects (e.g., masters' theses/projects or doctoral dissertations) receive adequate adjustments in their teaching load for these activities.
-

STANDARD III.D

Professional Development of Faculty (Initial & Advanced)

The unit ensures that there are systematic and comprehensive activities to enhance the competence and intellectual vitality of the professional education faculty.

Indicators:

- III.D.1 Policies and practices encourage professional education faculty to be continuous learners.
 - III.D.2 Higher education and school faculty and others who may contribute to professional education programs are regularly involved in professional development activities.
 - 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.
 - III.D.4 Evaluations are used systematically to improve teaching, scholarship, and service of the higher education faculty within the unit.
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The Unit for Professional Education

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.

Indicators:

- IV.A.1 All professional education programs are organized, unified, and coordinated to ensure the fulfillment of the unit's mission.
- IV.A.2 The unit has 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.
- IV.A.3 The unit is of sufficient size to assure the consistent delivery and quality of each program offered.
- There are sufficient numbers of school faculty and full-time higher education faculty to support each program offered for the preparation of school personnel.
 - The use of part-time higher education faculty and graduate students who teach is designed to ensure integrity, quality, and continuity of the program's conceptual framework(s).
 - There are sufficient numbers of administrative, clerical, and technical staff to support the programs offered.
 - 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.
- IV.A.4 Professional education faculty are actively involved in the organization and coordination of programs.
- 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.
- 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.

- IV.A.7 Policies and practices of the unit are non-discriminatory and guarantee due process to faculty and candidates.
-

STANDARD IV.B

Resources for Teaching and Scholarship (Initial & Advanced)

The unit has adequate resources to support teaching and scholarship by faculty and candidates.

Indicators:

- IV.B.1 Support for professional development is at least at the level of other units in the institution.
- IV.B.2 Higher education faculty have well-maintained and functional office, instructional, and other space to carry out their work effectively.
- 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.
- IV.B.4 Library resources provide adequate scope, breadth, currency, and multiple perspectives; they are systematically reviewed to make acquisition decisions.
- IV.B.5 Media, software, and materials collection are identifiable, relevant, accessible, and systematically reviewed to make acquisition decisions.
- IV.B.6 There are sufficient library and technical staff to support the library, instructional materials collection, and media/computer support services.
-

STANDARD IV.C

Resources for Operating the Unit (Initial & Advanced)

The unit has sufficient facilities, equipment, and budgetary resources to fulfill its mission and offer quality programs.

Indicators:

- IV.C.1 Budget trends over the past five years and future planning indicate adequate support for the programs offered in professional education.
- IV.C.2 Resources are allocated to programs in a manner that allows each one to meet its expected outcomes.
- 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.

Michigan State Board of Education/Michigan Department of Education
Office of Professional Preparation Services
Periodic Review/Program Evaluation

Michigan Specific Standards/Rules/Guidelines

Directions: *Please briefly indicate how your teacher preparation program meets each of the Michigan requirements.*

Requirements	Possible Sources of Evidence	Institution's Response
Initial Teacher Preparation		
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).]	Catalog pages showing general education program requirements	
2. The preparation program ensures that individuals recommended for certification have completed 20 semester hours of theoretical and practical knowledge in the following fields:		
a. How human beings grow and how they learn. Elementary preparation shall focus on the developmental needs of preadolescents 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; and	Catalog pages showing teacher preparation program requirements	
b. The structure, function, and purposes of educational institutions in our society.	Catalog pages showing teacher preparation program	

Requirements	Possible Sources of Evidence	Institution's Response
	requirements	
3. The preparation program addresses the Michigan State Board of Education 1993 "Entry-Level Standards for Michigan Teachers," including:		
a. An understanding and appreciation of the liberal arts (the humanities, the social sciences, the mathematical and natural sciences, and the arts);	Catalog pages showing general education program requirements	
b. An understanding of the commitment to student learning and achievement;	Catalog pages showing teacher preparation program requirements	
c. A knowledge of the assigned subject areas and how to teach those subjects;	Highlighted syllabi from required courses	
d. An ability to manage and monitor student learning;	Highlighted syllabi from required courses	
e. An ability to systematically organize teaching practices and to learn from experience;	Highlighted syllabi from required courses	
f. A commitment to participation in learning communities; and	Highlighted syllabi from required courses	
g. An ability to use information technology to enhance learning and to enhance personal and professional productivity.	Highlighted syllabi from required courses	
4. The preparation program ensures that before individuals engage in student teaching, the individuals demonstrate (from Section 1531b <i>The Revised School Code</i>):		
a. High academic achievement;	Summary of requirements and grade point average	
b. Successful group work with children (as a condition for admission to the teacher preparation curriculum);	Entry requirements for teacher preparation	
c. Knowledge of research-based teaching; and	Highlighted syllabi from required courses	
d. Working knowledge of modern technology and use of computers.	Highlighted syllabi from required	

Requirements	Possible Sources of Evidence	Institution's Response
	courses	
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:		
a. Entry-Level Standards for Michigan Teachers (Michigan State Board of Education, 1993, 1998);	Highlighted syllabi from required courses	
b. Administrative Rules Governing the Certification of Michigan Teachers;	Highlighted syllabi from required courses	
c. Michigan Test for Teacher Certification, including test objectives;	Highlighted syllabi from required courses	
d. The Revised School Code (1996);	Highlighted syllabi from required courses	
e. Administrative Rules for Special Education (1996);	Highlighted syllabi from required courses	
f. Michigan Curriculum Framework;	Highlighted syllabi from required courses	
g. Portions of the School Code pertaining to criminal activity:		
1.) Section 1230 (criminal records check by State Police/FBI);	Highlighted syllabi from required courses	
2.) Sections 1535a, 1539a, and 1539b (Requirements for reporting, notification, criminal conviction, and suspension); and	Highlighted syllabi from required courses	
3.) Section 1809 (certificate fraud).	Highlighted syllabi from required courses	

Requirements	Possible Sources of Evidence	Institution's Response
h. Procedures for certificate denial, suspension, revocation, and reinstatement (Administrative Rules Governing the Certification of Teachers Part 10);	Highlighted syllabi from required courses	
i. Public Act 25 (School Improvement);	Highlighted syllabi from required courses	
j. Michigan State Board of Education Policy Statement on Multicultural Education (August 1992); and	Highlighted syllabi from required courses	
k. Michigan Alternative Routes to Teacher Certification (MARTC).	Highlighted syllabi from required courses	
Content Studies		
1. Programs Offered for Certification/ Endorsement (Form X) is complete and accurate. Advanced preparation programs are identified. (See definition in <i>Glossary of NCATE Standards, Procedures, and Policies</i> , 1995.)	Programs Offered for Certification/ Endorsement (Form X)	
2. (Rule 390.1126) Programs for State Elementary Provisional Certificates ensure that candidates complete:		
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.);	Catalog pages showing general education program requirements	
b. Requirements of Rule 390.1123 (20 hours of theoretical and practical knowledge, including six semester hours of directed teaching);	Catalog pages showing teacher preparation program requirements	
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; or (Con't.) (Con't.) Three minors of not less than 20 semester hours each, two of which	Catalog pages showing teacher preparation program requirements	

Requirements	Possible Sources of Evidence	Institution's Response
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.); and		
d. Six semester hours in the teaching of reading, including developmental reading, management of reading instruction, and reading in the content areas.	Catalog pages showing teacher preparation program requirements	
3. (Rule 390.1127) Programs for State Secondary Provisional Certificates ensure that candidates complete:		
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.);	Catalog pages showing general education program requirements	
b. Requirements of Rule 390.1123 (20 semester hours of theoretical and practical knowledge, including six semester hours of directed teaching.);	Catalog pages showing teacher preparation program requirements	
c. (1) A major of not less than 30 semester hours or a group major of 36 semester hours.	Catalog pages showing teacher preparation program requirements	
(2) A minor of 20 semester hours or a group minor of 24 semester hours.	Catalog pages showing teacher preparation program requirements	
(3) Three semester hours in the teaching of reading (including studies in reading in the content areas).	Catalog pages showing teacher preparation program requirements	

Requirements	Possible Sources of Evidence	Institution's Response
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 that applies to already certificated persons.)	Documents covering institution's policies	
5. Programs that prepare candidates for K-12 endorsements have appropriate components. (Specify)	Form XX for relevant programs	
<p>6. Appropriate program standards have been used to guide the program. See Michigan Teaching Certificate Endorsement Program Standards to be Used by Michigan Teacher Preparation Institutions for Specialty Program Approval at http://www.michigan.gov/documents/standards_to_use_5_02-_web_page_35643_7.doc</p> <p>Sets of specialty program standards are available on the web in matrix format. See http://www.michigan.gov/mde/0,1607,7-140-5234_5683_6368-24835--,00.html</p> <p>School Psychologist programs must meet the requirements of Rule 380.201 (September 1, 1992).</p>	Specialty Program documentation	
<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 DI Integrated Science DP Physical Science EX Mathematics GX Business Education HX Agricultural Education IX Industrial Technology (Con't.)</p>	Form XX for relevant programs	

Requirements	Possible Sources of Evidence	Institution's Response
<p style="text-align: center;">(Con't.)</p> <p>JX Music Education LQ Visual Arts Education MX Health, Physical Education, Recreation (and Dance) OX Fine Arts PX Humanities RX Social Studies TX Technology and Design</p>		
<p>8. Files of certification candidates contain appropriate documentation, including transcripts, letters of recommendation, Michigan Test for Teacher Certification scores, and criminal record check.</p>	<p>List of file contents</p>	
<p>Field Experiences</p>		
<p>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).)</p>	<p>Institution's requirements for student teaching</p>	

Entry-Level Standards for Michigan Teachers and Related Proficiencies

As Approved by the State Board of Education, October 24, 2002

Upon completion of an approved teacher preparation program in Michigan, a person recommended for the Michigan Provisional Certificate should have:

- 1. An understanding and appreciation of the liberal arts (the humanities, the social sciences, the mathematical and natural sciences, and the arts):**
 - a. The abilities and skills necessary for effective communication (listening, speaking, writing, reading, and visually representing);
 - b. A knowledge and appreciation of free inquiry in the humanities, the social sciences, the mathematical and natural sciences, and the visual and performing arts;
 - c. A knowledge of the interdependence of the liberal arts and the ability to integrate knowledge from the liberal arts to analyze, synthesize, and reflect upon ideas, information, and data;
 - d. The ability to discuss and debate the value of education in a free and pluralistic society, particularly the role of intellectual and ethical values;
 - e. An understanding of global and international perspectives;
 - f. An understanding of and respect for individual differences, including those of culture, race, gender, religion, and ethnicity, as well as humankind's shared heritage and environment;
 - g. An ability to understand and respect varying points in view and the influence of one's own and others' ethics and values;
 - h. An understanding of the impact of technology and its use for gathering and communicating ideas and information;
 - i. An understanding of the Constitutions and histories of the United States and Michigan;
 - j. An understanding of the market system for allocating resources;
 - k. An understanding of and respect for the role of the individual in a free society, including the importance of individual responsibility and respect for individual rights and values; and
 - l. An understanding of the similarities within our culture and their importance to the fabric of American society.

2. A commitment to student learning and achievement, including the understanding and ability to:

- a. Apply knowledge of human growth, development, and learning theory;
- b. Expand cognitive, affective, physical, and social capacities of students for the development of the “whole person”;
- c. Discern the extent to which personal belief systems and values may affect the instructional process, e.g., love of learning; the belief that all students can learn; the belief that all students should be treated equitably; the role of expectations in affecting achievement;
- d. Demonstrate appropriate classroom management and disciplinary techniques to ensure a safe and orderly environment which is conducive to learning;
- e. Plan instruction to accommodate diversity, e.g., cultural, racial, and social diversity;
- f. Plan instruction to accommodate various backgrounds of students;
- g. Use multiple approaches to appropriately assess student abilities and needs to plan instruction;
- h. Create inclusionary environments for students with exceptional needs and abilities; and
- i. Use various kinds of literacy to promote access to knowledge, e.g., numeracy, graphics, printed text, computers, artistic expression, and electronic media.

3. Knowledge of subject matter and pedagogy, including the understanding and ability to:

- a. Create learning environments that promote critical and higher order thinking skills, foster the acquisition of deep knowledge, and allow for substantive conversation with the teacher and/or peers about subject matter;
- b. Help students access and use information, technology, and other resources to become independent learners and problem solvers;
- c. Use high expectations for optimal achievement to foster excellence in all students;
- d. Practice teaching as both an art and a science;
- e. Integrate and transfer knowledge across subject areas and encourage the same among students;

- f. Engage students in practical activities that demonstrate the relevance, purpose, and function of subject matter to make connections to the world beyond the classroom; and
- g. Access and use updated information and procedures.

4. The ability to manage and monitor student learning, based on best practice, including the understanding and ability to:

- a. Plan and use different cognitive, affective, and psychomotor strategies to maximize learning and to accommodate differences in the backgrounds, learning styles, disabilities, aptitudes, interests, levels of maturity, and achievement of students;
- b. Use a variety of teaching methodologies and techniques, e.g., lectures, demonstrations, group discussions, cooperative learning, small-group activities, and how to assess one's effectiveness in utilizing them;
- c. Involve and work effectively with all support personnel to maximize opportunities for student achievement and success;
- d. Involve and work effectively with parents and/or guardians to maximize opportunities for student achievement and success;
- e. Differentiate between assessment and evaluation procedures and use appropriate procedures; and
- f. Define and accept the legal and ethical responsibilities of teaching, e.g., student retention, corporal punishment, truancy, child abuse, managing conflict, first aid, least restrictive environment, health, and communicable disease.

5. The ability to systematically organize teaching practices and learn from experiences, including the understanding and ability to:

- a. Identify and use current research in both the subject field and in other areas of practice in the profession;
- b. Exercise good judgment in planning and managing time and other resources to attain goals and objectives;
- c. Maximize the use of instructional time by engaging students in meaningful learning experiences;
- d. Demonstrate an understanding of the economic, social, political, legal, and organizational foundations and functions of schools;

- e. Accept teaching as a lifelong learning process and continue efforts to develop and improve;
- f. Interact successfully with other teachers, parents, students, administrators, counselors, and other support personnel to benefit students and to advance one's own professional development;
- g. Discuss and debate the evolution of education and the teacher's role in a changing society; and
- h. Engage in meaningful self-evaluation and reflect on the professional practice of colleagues.

6. Commitment and willingness to participate in learning communities, including the understanding and ability to:

- a. Use community and home resources to enhance school programs;
- b. Design learning activities that involve representatives of volunteer groups, civic and social organizations, and public services agencies;
- c. Demonstrate knowledge of the various communities in which the teacher is a member, including the professional community and local, state, national, and international communities;
- d. Involve professional educators, support personnel, and other stakeholders in collaborative and cooperative planning, decision-making and implementation, to improve educational systems at all levels; and
- e. Interact with parents to maximize the learning of students at school, home, and in the local community.

7. An ability to use information age learning and technology operations and concepts to enhance learning and personal/professional productivity, including the understanding and ability to:

- a. Demonstrate an understanding of, and continued growth in, information age learning and technology operations and concepts;
- b. Plan and design effective technology-enhanced learning environments and experiences aligned with the State Board's policy on learning expectations for Michigan students and the Michigan Curriculum Framework for all students;
- c. Implement curriculum plans that include technology-enhanced methods and strategies to maximize student learning;
- d. Apply technology to facilitate a variety of effective assessment and evaluation strategies;

- e. Use technology to enhance professional development, practice, and productivity; and
- f. Understand the equity, ethical, legal, social, physical, and psychological issues surrounding the use of technology in P-12 schools and apply that understanding in practice.

Criteria for an Assessment of Pedagogy

These criteria are based on the State Board of Education Entry-Level Standards for Michigan Teachers, as approved by the Board initially in August 1993, revised in July 1998, and in October 2002.

Definition: According to Webster's New World Dictionary, Third College Edition, Simon & Schuster, Inc., 1994, pedagogy is defined as:

- 1) *the profession or function of a teacher; teaching, and*
- 2) *the art or science of teaching; esp., instruction in teaching methods.*

Description of Achievement Levels:

0	pre-preparation	No awareness or exposure
1	awareness	The ability to describe, not yet applied
2	basic	Minimal achievement, appropriate to situations
3	proficient	Consistent, appropriate application, solid performance
4	advanced	Super performance, consistently applied at all appropriate times

No.	Standard and Proficiencies	Level of Proficiency	Indicators of Achievement
	Upon completion of an approved teacher preparation program in Michigan, a person recommended for the Michigan Provisional Certificate should have:		
1.	An understanding and appreciation of the liberal arts (the humanities, the social sciences, the mathematical and natural sciences, and the arts):		
1.a.	The abilities and skills necessary for effective communication (listening, speaking, viewing, reading, and writing:)	3	<p>Communicates in a clear and effective manner.</p> <p>Models effective communication for students.</p> <p>Uses correct language and grammar.</p> <p>Demonstrates effective listening skills.</p> <p>Demonstrates effective speaking skills.</p> <p>Demonstrates effective viewing skills.</p> <p>Demonstrates effective reading skills.</p> <p>Demonstrates effective writing skills.</p> <p>Communicates thoughtfully.</p>
1.b.	A knowledge and appreciation of free inquiry in the humanities, the social sciences, the mathematical and natural sciences, and the visual and performing arts;	2	<p>Demonstrates knowledge and interests in a variety of areas.</p> <p>Demonstrates a respect for free inquiry.</p>

No.	Standard and Proficiencies	Level of Proficiency	Indicators of Achievement
1.c.	A knowledge of the interdependence of the liberal arts and the ability to integrate knowledge from the liberal arts to analyze, synthesize, and reflect upon ideas, information, and data;	2	<p>Demonstrates the inter-relatedness of knowledge beyond defined content areas.</p> <p>Uses liberal arts knowledge in planning instruction.</p> <p>Uses critical thinking skills.</p>
1.d.	The ability to discuss and debate the value of education in a free and pluralistic society, particularly the role of intellectual and ethical values;	Not recommended as appropriate to the assessment of pedagogy	
1.e.	An understanding of global and international perspectives;	2	<p>Encourages students to view content from the perspective of the impact of activities in their community (classroom, school, city, state, country) on other communities beyond the United States.</p> <p>Discusses the impact of educational experiences beyond the United States.</p> <p>Demonstrates involvement in organizations or activities which address global and international concerns.</p> <p>Responds appropriately to inquiries that demonstrate understanding of global impact.</p> <p>Demonstrates knowledge of international current events.</p>

No.	Standard and Proficiencies	Level of Proficiency	Indicators of Achievement
1.f.	An understanding of and respect for individual differences, including those of culture, race, gender, religion, and ethnicity, as well as humankind's shared heritage and environment;	3	<p>Maintains a professional and respectful approach to individual differences in:</p> <ul style="list-style-type: none"> • culture • race • gender • religion • ethnicity • heritage • environment <p>Maintains a professional and respectful approach to humankind's shared heritage and environment.</p>
1.g.	An ability to understand and respect varying points of view and the influence of one's own and others' ethics and values;	3	<p>Demonstrates respect for the ethics, values, and points of view of:</p> <ul style="list-style-type: none"> • students • parents • administrators • other individuals and groups <p>Demonstrates an understanding of the right of others to hold and express varying values and points of view.</p> <p>Maintains a respectful, ethical, and professional demeanor.</p>
1.h.	An understanding of the Constitutions and histories of the United States and Michigan;	Not recommended as appropriate to the assessment of pedagogy	

No.	Standard and Proficiencies	Level of Proficiency	Indicators of Achievement
1.i.	An understanding of the market system for allocating resources;	Not recommended as appropriate to the assessment of pedagogy	
1.j.	An understanding of and respect for the role of the individual in a free society, including the importance of individual responsibility and respect for individual rights and values;	3	<p>Models an attitude of individual responsibility in a free society.</p> <p>Encourages individuals to exercise rights and assume responsibilities reflective of a free society.</p> <p>Designs instruction that encourages individual responsibility.</p>
1.k.	An understanding of the similarities within our culture and their importance to the fabric of American society.	3	<p>Maintains a professional and respectful approach to similarities in:</p> <ul style="list-style-type: none"> • culture • race • gender • religion • ethnicity • heritage • environment <p>Instruction emphasizes the importance of shared heritage to the fabric of American society.</p>
2.	A commitment to student learning and achievement, including the understanding and ability to:		

No.	Standard and Proficiencies	Level of Proficiency	Indicators of Achievement
2.a.	Apply knowledge of human growth, development, and learning theory;	2	<p>Plans developmentally appropriate instruction.</p> <p>Provides instruction, which is developmentally appropriate.</p> <p>Uses communication that is developmentally appropriate for the students.</p> <p>Uses learning theory to maximize instruction.</p> <p>Applies knowledge of learning theory when developing instruction.</p> <p>Defends choice of instructional activities and assessment based on learning theories and research on teaching.</p>
2.b.	Expand cognitive, affective, physical, and social capacities of students for the development of the “whole person”;	2	<p>Uses a variety of activities that encourages development of the whole person.</p> <p>Models metacognitive processes of learning for student.</p>
2.c.	Discern the extent to which personal belief systems and values may affect the instructional process, e.g., love of learning; the belief that all students can learn; the belief that all students should be treated equitably; the role of expectations in affecting achievement;	2	<p>Discusses the role of expectations in student achievement.</p> <p>Demonstrates instructional behavior that supports the connection between teacher expectations and student performance.</p> <p>Discusses the impact of one’s personal belief system and values upon instruction.</p> <p>Provides a rationale for instructional or management behavior consistent with the teacher’s personal belief system.</p>
2.d.	Demonstrate appropriate classroom management and disciplinary techniques to ensure a safe and orderly environment which is conducive to learning;	2	<p>Maintains an appropriate and safe learning environment.</p> <p>Handles unexpected events in a professional manner.</p> <p>Describes a continuum of discipline techniques.</p> <p>Demonstrates knowledge/use of appropriate discipline.</p> <p>Describes for the students behavioral expectations appropriate to the situation.</p> <p>Demonstrates skill to encourage appropriate student behavior.</p> <p>Models appropriate behavior.</p> <p>Anticipates and takes action to avoid potential hazards in all environments.</p>

No.	Standard and Proficiencies	Level of Proficiency	Indicators of Achievement
2.e.	Plan instruction to accommodate diversity, e.g., cultural, racial, and social diversity;	3	Identifies components of diversity evident in the community. Develops plans and instruction to accommodate: <ul style="list-style-type: none"> • culture • race • social diversity • home environment • other differences Demonstrates an understanding of the value of diversity.
2.f.	Plan instruction to accommodate various backgrounds of students;	2	Continually assesses students' prior knowledge and experience as a component of instruction. Develops plans and instruction that accommodate varying backgrounds.
2.g.	Use multiple approaches to appropriately assess student abilities and needs to plan instruction;	2	Uses variety of assessment techniques in planning for instruction.
2.h.	Create inclusionary environments for students with exceptional needs and abilities;	2	Recognizes and assesses exceptional needs and abilities. Develops instructional plans that create an inclusionary environment. Implements instructional plans that create an inclusionary environment.
2.i.	Use various kinds of literacy to promote access to knowledge, e.g., numeracy, graphics, printed text, computers, artistic expression, and electronic media.	2	Uses numeracy, graphics, printed text, computers, artistic expression, electronic media, manipulatives, etc. appropriately in instruction.
3.	Knowledge of subject matter and pedagogy, including the understanding and ability to:		

No.	Standard and Proficiencies	Level of Proficiency	Indicators of Achievement
3.a.	Create learning environments that promote critical and higher order thinking skills, foster the acquisition of deep knowledge, and allow for substantive conversation with the teacher and/or peers about subject matter;	2	Uses a variety of techniques and manipulatives to promote higher order thinking.
3.b.	Help students access and use information, technology, and other resources to become independent learners and problem solvers;	3	Creates opportunities for students to access and use a variety of sources of information including computers and other technology. Create opportunities for students to use information to construct knowledge.
3.c.	Use high expectations for optimal achievement to foster excellence in all students;	3	Challenges students to reach higher levels of achievement.
3.d.	Practice teaching as both an art and a science;	2	Engages students through appropriate and creative activities. Employs instructional techniques that are supported by current research.
3.e.	Integrate and transfer knowledge across subject areas and encourage the same among students;	2	Plans and instructs in ways that integrate knowledge from various disciplines.
3.f.	Engage students in practical activities that demonstrate the relevance, purpose, and function of subject matter to make connections to the world beyond the classroom;	3	Plans and instructs in ways that make evident to students the relevance of content. Provides engaging activities that connect content to relevant experiences outside the classroom.

No.	Standard and Proficiencies	Level of Proficiency	Indicators of Achievement
3.g.	Access and use updated information and procedures.	3	Seeks and uses updated information and procedures. Evaluates educational materials for appropriateness. Selects appropriate educational materials. Demonstrates knowledge of local, state, and national standards for content areas. Participates in professional activities to access and use updated information and procedures through: <ul style="list-style-type: none"> • Membership in professional organizations • Reading professional journals Attendance at professional activities (conferences, workshops, inservices, etc.)
4.	The ability to manage and monitor student learning, based on best practice, including the understanding and ability to:		
4.a.	Plan and use cognitive, affective, and psychomotor strategies to maximize learning and to accommodate differences in the backgrounds, learning styles, disabilities, aptitudes, interests, levels of maturity, and achievement of students;	2	Uses a variety of strategies to maximize learning for each student.
4.b.	Use and assess the effectiveness of a variety of teaching methodologies and techniques, e.g., lectures, demonstrations, group discussions, cooperative learning, small-group activities;	3	Plans, uses, and evaluates a variety of teaching methodologies and techniques.

No.	Standard and Proficiencies	Level of Proficiency	Indicators of Achievement
4.c.	Involve and work effectively with all support personnel to maximize opportunities for student achievement and success;	2	Uses appropriate resources and support personnel to enhance student achievement and success.
4.d.	Involve and work effectively with parents and/or guardians to maximize opportunities for student achievement and success;	2	Communicates and interacts with parents and/or guardians to enhance student achievement and success.
4.e.	Differentiate between assessment and evaluation procedures and use appropriate procedures;	2	Plans evaluation and assessment activities to support instruction. Utilizes multiple techniques appropriately for formative and summative evaluation purposes. Selects or creates appropriate means for assessment and evaluation. Correctly interprets results of measurements used for assessment and evaluation.
4.f.	Define and accept the legal and ethical responsibilities of teaching, e.g., student retention, corporal punishment, truancy, child abuse, managing conflict, first aid, least restrictive environment, health, and communicable diseases.	2	Demonstrates knowledge concerning the legal and ethical responsibilities of teaching. Seeks information concerning building policies. Demonstrates knowledge concerning building policies. Applies knowledge concerning building policies.
5.	The ability to systematically organize teaching practices and learn from experiences, including the understanding and ability to:		

No.	Standard and Proficiencies	Level of Proficiency	Indicators of Achievement
5.a.	Identify and use current research in both the subject field and in other areas of practice in the profession;	2	Demonstrates in teaching, use of research gained from: <ul style="list-style-type: none"> • attendance at conferences, seminars, workshops • use of professional literature • membership in professional organization(s) • use of local, state, national standards
5.b.	Exercise good judgment in planning and managing time and other resources to attain goals and objectives;	2	Achieves goals and objectives by: <ul style="list-style-type: none"> • allocating time appropriately • modifying lessons to meet student needs • using resources effectively
5.c.	Maximize the use of instructional time by engaging students in meaningful learning experiences;	2	Manages lessons in the classroom to promote learning. Achieves appropriate pace and direction for instruction. Demonstrates ability to adapt lesson plans as needed. Makes use of time on task. Selects activities that actively involve students in the learning process.
5.d.	Demonstrate an understanding of the economic, social, political, legal, and organizational foundations and functions of schools;	1	Demonstrates an awareness of the interdependence between the school and community.
5.e.	Accept teaching as a lifelong learning process and continue efforts to develop and improve;	2	Identifies areas for growth. Develops short and long term goals. Develops plans for individual professional growth. Develops plans collaboratively for professional growth in the work setting.

No.	Standard and Proficiencies	Level of Proficiency	Indicators of Achievement
5.f.	Interact successfully with other teachers, parents, students, administrators, counselors, and other support personnel to benefit students and to advance one's own professional development;	2	Establishes professional relationships on behalf of students. Utilizes school and community members as partners. Follows school/district protocol. Communicates effectively with parents. Identifies when assistance is needed. Seeks appropriate support and resources. Collaborates with others in the school setting.
5.g.	Discuss and debate the evolution of education and the teacher's role in a changing society;	Not recommended as appropriate to the assessment of pedagogy	
5.h.	Engage in meaningful self-evaluation and reflect on the professional practice of colleagues.	2	Identifies strengths and weaknesses of professional practice in others. Identifies strengths and weaknesses of professional practice in themselves. Makes appropriate adaptations to their own instruction, based upon reflection.
6.	Commitment and willingness to participate in learning communities, including the understanding and ability to:		
6.a.	Use community and home resources to enhance school programs;	2	Identifies community resources. Identifies skills and resources that families bring to the learning environment. Uses resources to enhance learning.

No.	Standard and Proficiencies	Level of Proficiency	Indicators of Achievement
6.b.	Design learning activities that involve representatives of volunteer groups, civic and social organizations, and public service agencies;	1	<p>Identifies community organizations as resources.</p> <p>Plans instructional activities, which involve a representation of a community organization.</p> <p>Uses community service/organization activities as a component of instruction.</p>
6.c.	Demonstrate knowledge of the various communities in which the teacher is a member, including the professional community, and local, state, national, and international communities;	1	<p>Describes the role of teacher as a member of the following communities:</p> <ul style="list-style-type: none"> • professional • local • state • national • international
6.d.	Involve professional educators, support personnel, and other stakeholders in collaborative and cooperative planning, decision-making, and implementation to improve educational systems at all levels;	2	<p>Actively pursues collegial communication at all levels.</p> <p>Participates in discussions of educational/school/community groups.</p> <p>Participates in activities of educational/school/community groups.</p> <p>Participates in planning of school activities.</p> <p>Initiates involvement with faculty, department, school team or grade level groups, and other stakeholders.</p>
6.e.	Interact with parents to maximize the learning of students at school, home, and in the local community.	2	<p>Facilitates communication with families, which augments student learning.</p> <p>Provides opportunities for families to assist with learning in the home, school, and community.</p>

No.	Standard and Proficiencies	Level of Proficiency	Indicators of Achievement
7.	An ability to use information age learning and technology operations and concepts to enhance personal/professional productivity, including the understanding and ability to:		
7.a	Demonstrate an understanding of and continued growth in information age learning and technology operations and concepts;	3	<p>Demonstrates knowledge, skills, and understanding of concepts and learning related to information age learning processes and techniques, including individualizing instruction, student-centered learning, interdisciplinary instruction, grouping by mastery and maturity, engaging and authentic learning, use of rich multi-media and interactive content, virtual and long distance learning, and instructional practices enhanced by evidence of learning from student work.</p> <p>Demonstrates continual growth in technology knowledge and skills to stay abreast of current and emerging technologies.</p>
7.b.	Plan and design effective technology-enhanced learning environments and experiences aligned with the State Board’s policy on learning expectations for Michigan students and the Michigan Curriculum Framework for all students;	3	<p>Designs developmentally appropriate learning opportunities that apply technology-enhanced instructional strategies and provide access to curriculum to support the diverse needs of learners.</p> <p>Applies current research on teaching and learning with technology.</p> <p>Applies Michigan technology standards and benchmarks when planning learning environments and experiences.</p> <p>Identifies and locates technology resources and evaluates them for accuracy, effectiveness, and appropriateness.</p> <p>Plans for the management of technology resources within the context of learning activities.</p> <p>Plans strategies to manage student learning in a technology-enhanced environment, including strategies designed to determine, assess, and meet the needs of <u>each student</u>.</p>

No.	Standard and Proficiencies	Level of Proficiency	Indicators of Achievement
7.c.	Implement curriculum plans that include technology-enhanced methods and strategies to maximize student learning;	2	<p>Facilitates technology-enhanced experiences that improve educational outcomes and are aligned to the State Board’s policy on learning expectations for Michigan students and to the Michigan Curriculum Framework.</p> <p>Uses technology to support learner-centered strategies that address the diverse and individual needs of all students.</p> <p>Applies technology to develop students’ higher order skills (learning, critical thinking, problem-solving, self-directed and collaborative learning, creation of knowledge, inquiry, authentic based learning, data collection, information analysis and management, communications) and creativity.</p> <p>Manages student learning in a technology-enhanced environment.</p>
7.d.	Apply technology to facilitate a variety of effective assessment and evaluation strategies;	2	<p>Applies technology in assessing and evaluating student achievement as it relates to the State Board’s policy on learning expectations for Michigan students and student learning of subject matter as aligned with the Michigan Curriculum Framework, using a variety of assessment techniques.</p> <p>Uses technology resources to collect and analyze data, interpret results, and communicate findings to improve instructional practice and maximize student learning.</p> <p>Understands the uses of technology to assess the proficiencies, strengths, and challenges of each student, recognizing individual and diverse needs.</p> <p>Applies multiple methods of assessment and evaluation to determine students' appropriate uses of technology resources for learning, communication, and <u>productivity</u>.</p>

No.	Standard and Proficiencies	Level of Proficiency	Indicators of Achievement
7.e.	Use technology to enhance professional development, practice, productivity; and	3	<p>Uses technology resources to engage in ongoing professional development and lifelong learning.</p> <p>Continually evaluates and reflects on professional practice to make informed decisions regarding the use of technology in support of student learning.</p> <p>Applies technology to increase productivity in planning, teaching, and management.</p> <p>Uses technology to communicate and collaborate with peers, parents, and the larger community in order to nurture student learning.</p>
7.f.	Understand the equity, ethical, legal, social, physical, and psychological issues surrounding the use of technology in P-12 schools and apply that understanding in practice.	3	<p>Models and teaches legal and ethical practice related to technology use.</p> <p>Applies technology resources to enable and empower learners with diverse backgrounds, characteristics, and abilities.</p> <p>Identifies and uses technology resources that affirm diversity.</p> <p>Promotes safe and healthy use of technology resources.</p> <p>Facilitates equitable access to technology resources for all students.</p>

**Michigan State Board of Education
Periodic Review/Program Evaluation
Programs Offered for Certification/Endorsement**

Directions: On the following list of programs (*sequenced by endorsement code*), identify the **programs** offered by certificate level (**Elementary, Secondary, K-12**) indicating the number of semester hours required by the institution (*equated and explained, if a credit system other than semester hours is used*) for each offered **Major, Minor, or Endorsement**. Also, indicate whether the program(s) are **undergraduate or graduate** (*or both*). School Psychologist certificate programs are listed at the end of this document.

Institution: _____ Contact Person: _____ Date: _____

Telephone: _____ Fax: _____ E-mail: _____

Endorsement Code	PROGRAM	MINIMUM NUMBER OF SEMESTER HOURS REQUIRED FOR:												
		ELEMENTARY LEVEL			SECONDARY LEVEL			K-12 LEVEL			UNDER GRAD	GRAD		
		M	m	E	M	m	E	M	m	E				
AX	Communication Arts													
BX	Language Arts													
BA	English													
BC	Journalism													
BD	Speech													
BR	Reading Specialist													
BT	Reading													
RX	Social Studies													
CA	Economics													
CB	Geography													
CC	History													
CD	Political Science													
CE	Psychology													
CF	Sociology													
CH	Anthropology													
CL	Cultural Studies													
CM	Behavioral Studies													

Endorsement Code	PROGRAM	MINIMUM NUMBER OF SEMESTER HOURS REQUIRED FOR:											
		ELEMENTARY LEVEL			SECONDARY LEVEL			K-12 LEVEL			UNDER GRAD	GRAD	
		M	m	E	M	m	E	M	m	E			
DI	Integrated Science												
DA	Biology												
DC	Chemistry												
DE	Physics												
DH	Earth/Space Science												
DO	Astronomy												
DP	Physical Science												
EX	Mathematics												
	Foreign Language												
FA	French												
FB	German												
FC	Greek												
FD	Latin												
FE	Russian												
FF	Spanish												
FG	Other												
FH	Italian												
FI	Polish												
FJ	Hebrew												
FL	Japanese Language & Culture												
	Bilingual Education												
YA	Bilingual French												
YB	Bilingual German												
YC	Bilingual Greek												
YE	Bilingual Russian												
YF	Bilingual Spanish												

Endorsement Code	PROGRAM	MINIMUM NUMBER OF SEMESTER HOURS REQUIRED FOR:											
		ELEMENTARY LEVEL			SECONDARY LEVEL			K-12 LEVEL			UNDER GRAD	GRAD	
		M	m	E	M	m	E	M	m	E			
YH	Bilingual Italian												
YI	Bilingual Polish												
YJ	Bilingual Hebrew												
YK	Bilingual Arabic												
YL	Bilingual Other												
YM	Bilingual Vietnamese												
YN	Bilingual Korean												
YO	Bilingual Yugoslavian												
YP	Bilingual Chaldean												
YR	Bilingual Chinese												
YS	Bilingual Filipino												
YT	Bilingual Japanese												
GX	Business Education												
GA	Accounting												
GH	Business Administration												
GI	Secretarial Science												
GM	Distributive Education												
HX	Agricultural Education												
IX	Industrial Technology												
JX	Music Education												
KH	Family and Consumer Science												
LQ	Visual Arts Education												
LZ	Visual Arts Education Specialist												
MX	Health, Phys. Ed. and Recreation												
MA	Health												
MB	Physical Education												
MH	Dance												

Endorsement Code	PROGRAM	MINIMUM NUMBER OF SEMESTER HOURS REQUIRED FOR:												
		ELEMENTARY LEVEL			SECONDARY LEVEL			K-12 LEVEL			UNDER GRAD	GRAD		
		M	m	E	M	m	E	M	m	E				
	Miscellaneous													
NC	Driver and Safety Education													
ND	Library Media													
NJ	Environmental Studies													
NP	Educational Technology													
NR	Computer Science													
NS	English as a Second Language													
NT	Counselor													
OX	Fine Arts													
PX	Humanities													
PR	Academic Study of Religions													
PS	Philosophy													
	Special Education													
SA	Cognitive Impairment													
SB	Speech and Language Impairment													
SC	Physical or Other Health Impairment													
SE	Emotionally Impairment													
SK	Visually Impairment													
SL	Hearing Impairment													
SM	Learning Disabilities													
SV	Autistic													
TX	Technology and Design													
	Vocational Education													
VA	Vocational Agriscience and Natural Resources													
VB	Vocational Business Services													

Endorsement Code	PROGRAM	MINIMUM NUMBER OF SEMESTER HOURS REQUIRED FOR:											
		ELEMENTARY LEVEL			SECONDARY LEVEL			K-12 LEVEL			UNDER GRAD	GRAD	
		M	m	E	M	m	E	M	m	E			
VD	Vocational Distributive Education												
VH	Vocational Family and Consumer Sciences												
VT	Vocational Technical												
ZA	Early Childhood Education												
ZL	Middle Level												
ZG	General EL K-5												

Certificate	Credit Hours	Internship Credit Hours	Graduate Level
Preliminary School Psychologist			
School Psychologist			

Application for State Approval of Teacher Preparation Specialty Programs

Michigan Department of Education, Office of Professional Preparation Services
P.O. Box 30008, Lansing, Michigan 48909
Phone: (517) 335-4610 * Fax: (517) 373-0542**

Directions:

- For each new, amended, or experimental program, a separate application is required.
- Application and all documentation are to be submitted electronically.
- Fax or mail only the cover page that is signed by the unit head.
- All correspondence regarding this application should be addressed to the consultant/coordinator identified on Application Attachment 1.

I. Application Information	
Institution	
MDE Endorsement Area and Code (from Application Attachment 2)	
Date of this Application	
Name and Title of Unit Head	
Signature of Unit Head	

II. Contact Information for Questions Related to This Application	
Contact Person's Name and Title	
Contact Person's Phone Number	
Contact Person's Fax Number	
Contact Person's E-Mail Address	

III. Type of Request for Approval	(Indicate One)
New program for institution	
U.S. Department of Education Classification of Instructional Programs (CIP) Code, if vocational occupational area	
Compliance with State Board of Education new or modified program criteria	
Experimental program	
Program amendment (See Section IX for guidelines)	

IV. Institutional Representatives					
Please list individuals available to serve on Michigan Department of Education Ad-Hoc Committees Related to this Specialty Program (e.g., program review, standards development, test development, forum planning). Include both higher education faculty and K-12 representatives.					
Name/Title	Specialty	Mailing Address	E-Mail Address	Phone	Fax

V. Program Information	
Program Summary	<p>Prepare a program narrative (<i>5-6 page maximum</i>) which:</p> <ul style="list-style-type: none"> • Describes the philosophy, rationale, and objectives of the specialty program and explains how the program is consistent with the philosophy, rationale, and conceptual framework of the unit. • Describes the sequence of courses and/or experiences to develop an understanding of the structures, skills, core concepts, ideas, values, facts, methods of inquiry, and uses of technology. • Describes how candidates are prepared to utilize a variety of instructional approaches to address the various learning styles of students. • Describes any differences that may exist between elementary or secondary preparation to teach in each major or minor area (e.g., instructional resources, field placements, instructional techniques), if applicable. • Describes how the program incorporates gender equity, multi-cultural, and global perspectives into the teaching of the subject area. • Describes how the program prepares candidates to use multiple methods of assessment appropriate to this specialty area.
Program Coursework	<p>Complete Application Attachment 3 showing the required and elective courses for this program. This list should include the following information.</p> <ul style="list-style-type: none"> • Contact person for specialty program. • Course title and number. • Number of semester hours for required and elective courses. • Designation for elementary, secondary, or K-12 certification. • Course descriptions. <p>Please refer to the Quick Reference Chart at http://www.michigan.gov/documents/minhrsarefchart_21931_7.doc for available program options and required semester hour minimums.</p>

VI. Content Guidelines/Standards Matrix

Complete the Content Guidelines/Standards Matrix (a sample format is provided in Application Attachment 2); appropriate program standards must be selected for each program:

- Standards approved by the Michigan State Board of Education (SBE) can be found in matrix format at http://www.michigan.gov/mde/0,1607,7-140-5234_5683_6368-24835--,00.html
- A list of standards to use for each specialty program can be found at http://www.michigan.gov/documents/standards_to_use_5_02-_web_page_35643_7.doc

VII. Supporting Documentation

Field Experiences	<ul style="list-style-type: none"> • Describe how candidates for majors and minors in specific specialty programs participate in early field experiences in K-12 schools. • Describe aspects of the student teaching experience for certification candidates that enhance the applicants' abilities to teach in this specific specialty area. Are candidates in your institution assigned to K-12 classrooms as student teachers in both their major and minor (if applicable)?
Instructional Methods	<ul style="list-style-type: none"> • Describe how candidates are prepared to teach in this specific specialty area.
Course Descriptions	<ul style="list-style-type: none"> • Provide descriptions of all courses contained on Application Attachment 3. Descriptions must provide enough information to show that standards could logically be met in these courses.
Syllabi	<ul style="list-style-type: none"> • Provide a representative syllabus for each required course (those listed on Application Attachment 3 and referenced in the standards matrix).
Faculty	<ul style="list-style-type: none"> • Please complete the <i>Instructional Faculty</i> table from Application Attachment 5. • Include all faculty teaching the courses shown on the <i>Summary of Course Requirements for Specialty Program</i> (Application Attachment 3), including those who may be temporary or non-tenure stream. • List additional faculty positions that will be added if this program is approved.
Technology	<ul style="list-style-type: none"> • Describe how this program will utilize technological resources.
Vocational Work Experience	<ul style="list-style-type: none"> • If applicable, please describe the structure and content of the required vocational work experience program. How is this evaluated?

VIII. Experimental Program Description (Rule 53)

<p>Program Purpose</p>	<p>Attach a statement describing the purpose and objectives(s) of this preparation program. Please include the following:</p> <ul style="list-style-type: none"> • Employer Needs/Student Aspirations. • National/Statewide Needs (for content area, level, diversity, etc., as per the goals of the experimental program). • The number of candidates you anticipate preparing for this endorsement during each of the first three years, if this program is approved.
<p>Program Design</p>	<ul style="list-style-type: none"> • The hypothesis being tested. • The design of the program (including all courses). • Control and experimental groupings. • Assessment and evaluation instruments and techniques.
<p>Program Duration</p>	<p>Specify the period of time you wish for the experimental program to be in effect. Approval by the State will normally be granted for a time period of three to five years. Once approved, institutions should submit annual reports, including any changes in the experimental program design, and an analysis of evaluation data.</p>

IX. Guidelines for Applying for Amendments to Currently Approved Teacher Preparation Programs

If the amendment is very minor (e.g., change in a course number(s), change in course sequence, minor modification to a course, etc.) and does not affect how the program standards are met, the amendment may be described in a letter to the Office of Professional Preparation Services. Minor amendments do not require official State approval and are filed with program documentation previously submitted. If the proposed amendment is not clear, or if more information is needed, the institution will be contacted by the Office of Professional Preparation. Once approved, the description of the amendment will be attached to the program application that is currently on file.

If the amendment is more extensive, or is submitted in response to new state standards, a complete “Application to Request State Board of Education Approval for Professional Preparation Programs” should be submitted to the Office of Professional Preparation Services. (Institutions may copy, for inclusion in the new application, any sections of the previously approved application that have not been affected by the amendment.)

Contact Information for Program Review Consultants

All communication regarding the approval of specialty programs should be addressed to the following individuals according to content area:

<u>Dr. Ghada Khoury</u> <u>517-373-1925</u> <u>khouryg@michigan.gov</u>	<u>Dr. Bonnie Rockafellow</u> <u>517-373-7861</u> <u>rockafellowb@michigan.gov</u>	<u>Sue Wittick</u> <u>517-241-0172</u> <u>witticks@michigan.gov</u>
Agricultural Education	All Bilingual Education	All Business Education
Autism	All Foreign Languages	Anthropology
Chemistry	Academic Study of Religions	Behavioral Studies
Cognitive Impairment	Communication Arts	Biology`
Computer Science	Dance	Cultural Studies
Earth/Space Science	Early Childhood Education	Economics
Emotional Impairment	English	Educational Technology
Family & Consumer Sciences	English as a Second Language	Environmental Studies
Guidance & Counseling	Humanities	Fine Arts
Hearing Impairment	Language Arts	Geography
Learning Disabilities	Music Education	Health
Library Media	Philosophy	History
Mathematics	Reading	Industrial Technology
Middle Level	Reading Specialist	Integrated Science
Physical or other Health Impairment	Speech	Political Science
Physical Education for Students with Disabilities		Physical Education
Physical Science		Psychology
Physics		Recreation
Speech and Language Impairment		Social Studies
Visual Impairment		Sociology
Vocational Agriscience and Natural Resources		Technology & Design
Vocational Family and Consumer Sciences		Visual Arts Education
		Vocational Business Services
		Vocational Distributive Education
		Vocational Technical

Summary of Course Requirements for Specialty Program

Institution: _____ **Date:** _____

Specialty Program: _____

Program Standards: _____ **Standards Date:** _____

Program Contact Person(s): _____

DIRECTIONS: On the matrix below, list the required courses for this specialty program. Also, indicate the number of electives and any special considerations that apply. In addition to listing the course title, course number, and course semester hours, please indicate whether the course is required for the secondary major or minor, elementary major or minor, the K-12 major or minor, and/or an endorsement.

Course Title	Course Number	* Sem. Hours	Secondary		Elementary		K-12		Additional Endorsements
			Maj.	Min.	Maj.	Min.	Maj.	Min.	
Total number of SEMESTER HOURS required for each option offered: *If the institution assigns a different type of credit, please convert to semester hours.									

(1) Provide descriptions of all courses contained on the above listing. Descriptions must provide enough information to show that standards could logically be met in these courses.

Content Guidelines/Standards Matrix Sample

College/University _____ Code _____

Source of Guidelines/Standards _____ Program/Subject Area _____

DIRECTIONS: List required courses on matrix and provide additional narrative to explain how standards are met. If electives are included, they should be clearly indicated. The size of the cells may be adjusted, as needed.

#	Guideline/Standard	Narrative Explaining How Required Courses and/or Experiences Fulfill the Standards	
		Elementary	
		Major:	Minor:
		Secondary	
		Major:	Minor:
		K-12	
		Major:	

Instructional Faculty

Institution: _____

Date: _____

Specialty Program: _____

Certification/Endorsement CODE: _____

Please include all faculty teaching the courses shown on the *Summary of Course Requirements for Specialty Program* (Application Attachment 3), including those who may be temporary or non-tenure stream.

Courses	Faculty Member	Highest Degree in this Specialty Area, Indicating Study Focus and Research Area	Professional Development Experience in the Last 3 Years	Familiarity with K-12 Curriculum Framework and MEAP Assessment	Special Awards and Recognition	P-12 Collaborative Work

Minimum Required Hours for Specialty Programs Quick Reference Chart

Code	Program	K-12 Option	Major (M)	Minor (m)	Group Major (GM)	Group Minor (Gm)	Endorsement (for individuals who hold certificates) *
AX	Communication Arts (secondary only)				36	24	18
BX	Language Arts (elementary only)				36	24	18
BA	English		30	20			18
BD	Speech		30	20			18
BC	Journalism		30	20			18
BR	Reading Specialist						Master's Degree & K-12 program required
BT	Reading		30	20			18
RX	Social Studies				36	24	18
CA	Economics		30	20			18
CB	Geography		30	20			18
CC	History		30	20			18
CD	Political Science/ Government		30	20			18
	Social Science						
CE	Psychology		30	20			18
CF	Sociology		30	20			18
CH	Anthropology		30	20			18
CL	Cultural Studies		30	20			18
CM	Behavioral Studies		30	20			18
DI	Integrated Science				36/50		36
DA	Biology		30	20			18
DC	Chemistry		30	20			18
DE	Physics		30	20			18
DH	Earth/Space Science		30	20			18
DO	Astronomy		30	20			18
DP	Physical Science				36/50	24	24
EX	Mathematics		30	20			18

Code	Program	K-12 Option	Major (M)	Minor (m)	Group Major (GM)	Group Minor (Gm)	Endorsement (for individuals who hold certificates) *
FA	French	M30	30	20			18
FB	German	M30	30	20			18
FC	Greek	M30	30	20			18
FD	Latin	M30	30	20			18
FE	Russian	M30	30	20			18
FF	Spanish	M30	30	20			18
FH	Italian	M30	30	20			18
FI	Polish	M30	30	20			18
FJ	Hebrew	M30	30	20			18
FL	Japanese Language & Culture	M30	30	20			8
GX	Business Education	GM36			36	24	18
GA	Accounting		30	20			18
GH	Business Administration		30	20			18
GI	Secretarial Science		30	20			18
GM	Distributive Education		30	20			18
HX	Agricultural Education				36	24	18
IX	Industrial Technology	GM36			36	24	24
JX	Music Education	GM36			36	24	24
KH	Family and Consumer Sciences	GM36			36		36
LX	Art Education (phasing out)	GM36			36	24	18
LQ	Visual Arts Education	CGM50					
LZ	Visual Arts Education Specialist						68
MX	Health, Physical Education & Recreation	GM36			36	24	18
MA	Health	M30	30	20			18
MB	Physical Education	M30	30	20			18
MD	Recreation	M30	30	20			18
MH	Dance	M30 m20	30	20			18

Code	Program	K-12 Option	Major (M)	Minor (m)	Group Major (GM)	Group Minor (Gm)	Endorsement (for individuals who hold certificates) *
ND	Library Media	M30					18
NJ	Environmental Studies				36	24	18
NP	Educational Technology						18
NR	Computer Science		30	20			18
NS	English as a Second Language	M30	30	20			18
NT	Guidance and Counseling						18
OX	Fine Arts				36	24	18
PX	Humanities				36	24	18
PR	Academic Study of Religions			20			18
PS	Philosophy		30	20			18
	Special Education						
SA	Cognitive Impairment	M30					30
SB	Speech and Language Impairment						60, M.A. required
SC	Physically or Otherwise Health Impairment	M30					30
SE	Emotionally Impairment	M30					30
SK	Visually Impairment	M30					30
SL	Hearing Impairment	M30					30
SM	Learning Disabilities	M30					28
SV	Autistic						18
TX	Technology and Design	GM36			36	24	24
	Vocational Education						
VA	Agriscience and Natural Resources				36	24	18
VB	Business Services				36	24	24
VD	Distributive Education		30	20			18
VH	Family & Consumer Sciences				36 (secondary only)		18
VT	Vocational Technical				36	24	18

Code	Program	K-12 Option	Major (M)	Minor (m)	Group Major (GM)	Group Minor (Gm)	Endorsement (for individuals who hold certificates) *
YA	Bilingual French					24	18
YB	Bilingual German					24	18
YC	Bilingual Greek					24	18
YE	Bilingual Russian					24	18
YF	Bilingual Spanish					24	18
YH	Bilingual Italian					24	18
YI	Bilingual Polish					24	18
YJ	Bilingual Hebrew					24	18
YK	Bilingual Arabic					24	18
YL	Bilingual Other					24	18
YM	Bilingual Vietnamese					24	18
YN	Bilingual Korean					24	18
YO	Bilingual Yugoslavian					24	18
YP	Bilingual Chaldean					24	18
YR	Bilingual Chinese					24	18
ZA	Early Childhood (elementary only)			20			20
ZL	Middle Level			20			18
	General Elementary						18
	Secondary						18

- Administrative Rule 390.1129 sets a *minimum* of 18 semester hours for additional endorsements. Required hours above 18 in this column resulted from specific State Board of Education action.

Codes:

M = Major
m = minor
GM = Group Major
Gm = Group minor
CGM = Comprehensive Group Major (no minor required)