



STATE OF MICHIGAN
DEPARTMENT OF EDUCATION
LANSING



MICHAEL P. FLANAGAN
SUPERINTENDENT
OF PUBLIC INSTRUCTION

JENNIFER M. GRANHOLM
GOVERNOR

December 21, 2005

MEMORANDUM

TO: State Board of Education

FROM: Michael P. Flanagan, Chairman

SUBJECT: Approval of Rochester College as a Teacher Preparation Institution with Probationary Approval

In February 2000, Rochester College (RC) entered into a collaborative agreement with Madonna University (MU) to prepare teachers based on MU's approved program. In May 2001, the State Board of Education (SBE) granted preliminary approval to RC, which permitted the institution to proceed in the development of a teacher preparation program. Under terms of the agreement with MU, the program offerings at RC were originally taught by MU faculty and candidates who completed course work at RC have been recommended for certification by MU because of its approved status. Since that time, the programs have gradually transferred from MU to RC with MU in a mentorship role to guide RC toward approval as an independent teacher preparation institution. The college has also worked with the Michigan Department of Education (MDE) staff to ensure that appropriate standards, rules, and guidelines are followed.

In June 2004, RC submitted to the MDE an application for probationary approval as a teacher preparation institution through an INTERNET posting at:

<http://rc.edu/mde>

In accordance with approved procedures, a Committee of Scholars (COS) was appointed by the State Board of Education (SBE) in September 2002 to review the RC application and to advise the SBE regarding approval as a teacher preparation institution (Attachment A).

The COS visited RC in April 2005 and prepared a report of findings, including the standards and requirements to be re-addressed prior to recommending the institution for final approval as a teacher preparation institution. The report has been updated based on additional information from RC regarding program development since the COS April 2005 visit. The COS focused particular attention on the areas of concern expressed by the SBE on July 12, 2005. The full report is presented as Attachment B.

STATE BOARD OF EDUCATION

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

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

RC has also requested approval of eight specialty area teacher preparation programs as majors, minors, or additional endorsements at the elementary and secondary levels of certification. Six of the programs have been reviewed by staff in the Office of Professional Preparation Services and by teams of content specialists. The programs were found to meet the SBE criteria for program approval. Attachment C contains a listing of the recommended programs with information regarding certification codes, majors and minors, certification level, requirements for semester hours, and alignment with SBE-approved standards. Two other programs are waiting for completion of the review process.

Descriptions of the specialty programs are available on the Internet with the exception of music education, which will be reviewed along with music programs from other institutions when they are submitted to demonstrate alignment with the new program standards approved by the SBE in October 2004. See: http://rc.edu/mde/IV_Application_Documents_for_Specialty_Programs.

As the mentor institution, MU has also indicated that RC is ready for probationary approval (Attachment D). MU will continue to provide oversight and support until RC receives final approval from the State Board.

It is recommended that the State Board of Education:

1. receive the report of the Committee of Scholars regarding the Rochester College professional education unit and proposed elementary and secondary teacher preparation programs;
2. grant probationary approval to the Rochester College professional education unit (initial level) for three years (2005-2008); and
3. approve the Rochester College initial/undergraduate level Biology, English, History, Integrated Science, Language Arts, and Social Studies programs, as discussed in the Superintendent's memorandum dated December 21, 2005.

Michigan State Board of Education

**Committee of Scholars
Rochester College**

Dr. Alonzo Hannaford
Associate Dean (retired)
College of Education
Western Michigan University

Dr. Michelle Johnston
Dean
College of Education and Human Services
Ferris State University

Mr. Steven Manor
Teacher (retired)
Howell, Michigan

Dr. Mary Navarre
Professor of Education and Humanities
School of Education
Aquinas College

Dr. Leslie Wessman
Chair (RETIRED)
Education Department
Hope College

Committee of Scholars Report

On the Application for Probationary Approval from

Rochester College

October 1, 2005

Changes/additions in this report are shown in CAPS. The Status column has been integrated within the Comments

Introduction

Rochester College (RC) was established in 1959 by the Churches of Christ as an independent, liberal arts institution located in Rochester Hills, Michigan. The stated mission of RC is to engage students in a vigorous liberal arts education within a Christian community for a life of study and service. Most students have a church affiliation. Approximately half are associated with the Churches of Christ.

Rochester College is located on 83 acres of woodlands and ponds bordered by the Clinton River. There are eight major buildings and five residence halls. The newest facility was opened in 2004 and houses the library, several classrooms, research labs, faculty offices, a performing arts center, and the college's central administrative offices. Planning is substantially underway for further expansion of the physical facilities of the college.

The college, initially accredited by North Central Association (NCA) in 1974 to offer associate degrees, began offering baccalaureate degrees in 1980. Presently the college has 19 bachelor's degree options. There are just over 1,000 students enrolled at RC. The student body is about evenly divided between traditional students and adult continuing education students who are enrolled in the College of Extended Learning program. Although RC attracts students from across the nation and even internationally, a substantial portion come from the southeastern region of Michigan. A goal of RC's strategic plan is to double its enrollment to 2,000 students by 2010.

In 1995, as a result of growth in academic offerings and student enrollment demands, the college adopted a plan to add teacher preparation to its program offerings. With preliminary approval from the Michigan Department of Education (MDE), a mentoring agreement was developed with Madonna University (MU) whereby Rochester College students would gain teacher certification through MU, while MU assisted and advised RC in building capacity in the form of faculty, resources, structure, and function. Over the course of this nine-year agreement, program responsibility has gradually shifted from MU to RC.

In 2001, the State Board of Education granted preliminary approval to RC for the purpose of developing initial elementary and secondary teacher preparation programs, but still in cooperation with MU. In 2004-05, the teacher education program numbered 107 candidates. In 2004, RC submitted an application for probationary approval (the next step) for initial elementary and secondary programs. The Committee of Scholars (COS) reviewed this application and conducted a site visit on April 10-12, 2005.

Results of the COS review are detailed in this report, WHICH WAS FIRST PRESENTED TO THE STATE BOARD OF EDUCATION (SBE) IN JULY 2005. THIS REPORT HAS BEEN UPDATED BASED ON RESPONSE FROM RC AND TO REFLECT PROGRAM CHANGES THAT HAVE OCCURRED SINCE THE APRIL COS VISIT. BOTH MU, AS MENTOR INSTITUTION, AND THE COS RECOMMEND THAT THE SBE GRANT PROBATIONARY APPROVAL TO RC AS A TEACHER PREPARATION INSTITUTION. This will allow RC to operate independently from MU and recommend their own candidates for certification while they continue to strengthen their program.

According to the application, candidates seeking elementary certification will select English, History, Integrated Science, Language Arts, Mathematics, or Social Studies as their major and all will complete the elementary planned program minor. Candidates seeking secondary certification will select English, History, Mathematics, or Biology as their major. Secondary minors include English, History, Mathematics, and Biology. These programs have been reviewed through the MDE process for specialty program review and several are recommended for approval concurrently with the COS recommendation for probationary approval of the educational unit.

**Committee of Scholars Report
on the Application for Probationary Approval from
Rochester College**

Michigan Standards for the Initial Approval of Teacher Preparation Institutions

http://www.michigan.gov/documents/TPI_Standards_Requirements_&Procedures_for_Initial_Approval_74807_7.PDF

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

Indicator 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.

Indicators	Comments	Activities/Goals for Final Approval
I.A.1.a The framework(s) is defined and makes explicit the professional commitments, dispositions, and values that support it, including the commitment to acquire and use professional knowledge on behalf of students;	ACCEPTABLE The <i>Conceptual Framework</i> is well defined and explicit. Current students and alumni can communicate the expectations and standards within the <i>Conceptual Framework</i> .	

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

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

Indicators	Comments	Activities/Goals for Final Approval
I.A.2.a Courses in general, content, professional, pedagogical, and integrative studies complement one another and are consistent with the conceptual framework(s); and	ACCEPTABLE Courses are consistent with the professional <i>Conceptual Framework</i> .	

Indicators	Comments	Activities/Goals for Final Approval
I.A.2.b Field experiences are an integrated part of the professional education curriculum and are consistent with the conceptual framework(s).	ACCEPTABLE	

Indicator I.A.3 The unit engages in regular and systematic evaluations to foster student achievement through the modification and improvement of the conceptual framework(s) and programs.

Indicators	Comments	Activities/Goals for Final Approval
<p>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.</p> <p>--Continued to next page--</p>	<p>Data collection system is not yet operational, although there is an awareness of the “in process” nature of the system. For final approval, the Committee needs to see data and the use of the data for program modification. Because the <i>Conceptual Framework</i> is not a static document and, as a living document, it is expected that for final approval there needs to be a summary of the actions from the point of probationary approval that document the evolution of the <i>Conceptual Framework</i>.</p> <p>--Continued to next page--</p>	<p>The unit needs to develop and implement a plan for the use of assessment data for review and for modification and improvement of the <i>Conceptual Framework</i> and the programs. This plan for collecting and analyzing process and outcome evaluation data should demonstrate the use of data to improve</p> <p>--Continued to next page--</p>

Indicators	Comments	Activities/Goals for Final Approval
--Continued from prior page--	--Continued from prior page--	<p data-bbox="1528 289 1864 354">--Continued from prior page--</p> <p data-bbox="1493 396 1892 773">student achievement and performance vis-à-vis the <i>Conceptual Framework</i>. IT IS IMPORTANT THAT THIS PLAN IS DEVELOPED TO SUPPORT THE ROCHESTER PROGRAM AS IT EVOLVES FOLLOWING PROBATIONARY APPROVAL.</p>

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

Indicators	Comments	Activities/Goals for Final Approval
I.B.1 The general studies include the arts, communications, history, literature, mathematics, philosophy, sciences, and the social sciences.	ACCEPTABLE Evidenced by curriculum documentation.	
I.B.2 The general studies incorporate multicultural and global perspectives.	ACCEPTABLE	

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

Indicators	Comments	Activities/Goals for Final Approval
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.	ACCEPTABLE COURSEWORK COUPLED WITH FIELD EXPERIENCES THAT BUILD ON PRIOR LEARNING ARE IN CLEAR EVIDENCE. CANDIDATES ATTESTED TO THE VALUE OF THE COUPLING OF THEIR CLASS WORK WITH FIELD EXPERIENCES.	

Indicators	Comments	Activities/Goals for Final Approval
I.C.2 The guidelines and standards of specialty organizations are used in developing programs in each content area.	ACCEPTABLE	

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

Indicator 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:

Indicators	Comments	Activities/Goals for Final Approval
I.D.1.a The social, historical, and philosophical foundations of education, including an understanding of the moral, social, and political dimensions of classrooms, teaching, and schools;	ACCEPTABLE The candidates demonstrate the completion of a well-planned sequence of courses including the Education Foundations class.	
I.D.1.b The impact of technological and societal changes on schools;	ACCEPTABLE	
I.D.1.c Theories of human development and learning;	ACCEPTABLE	
I.D.1.d Inquiry and research;	ACCEPTABLE	

Indicators	Comments	Activities/Goals for Final Approval
I.D.1.e School law and educational policy;	ACCEPTABLE	
I.D.1.f Professional ethics; and	ACCEPTABLE	
I.D.1.g The responsibilities, structure, and activities of the profession.	ACCEPTABLE	

Indicator I.D.2 Candidates complete a well-planned sequence of courses and/or experiences in pedagogical studies that help develop understanding and use of:

Indicators	Comments	Activities/Goals for Final Approval
I.D.2.a Research and experience-based principles of effective practice for encouraging the intellectual, social, and personal development of students; --Continued to next page--	CANDIDATES MUST COMPLETE A SENIOR PROJECT IN THEIR MAJOR SUBJECT AREA. THEY ARE REQUIRED TO CONDUCT RESEARCH AND PREPARE AN ORIGINAL PAPER USING STANDARDS, PROFESSIONAL PROCEDURES, AND GUIDELINES (E.G., AMERICAN PSYCHOLOGICAL ASSOCIATION) DEALING WITH AN ISSUE IN THEIR FIELD OF STUDY. THE RESEARCH AND PAPERS ARE FORMALLY PRESENTED TO FACULTY, STUDENTS, AND GUESTS AT THE COLLEGE'S ANNUAL ACADEMIC SYMPOSIUM. --Continued to next page--	--Continued to next page--

Indicators	Comments	Activities/Goals for Final Approval
--Continued from prior page--	<p data-bbox="898 285 1341 318">--Continued from prior page--</p> <p data-bbox="779 375 1440 651">THIS ADDITIONAL INFORMATION PROVIDED BY RC DOES NOT ADDRESS THE NEED FOR AN EXPANDED RESEARCH BASE AND BEST PRACTICES. THESE WILL BE REFLECTED IN DOCUMENTS AND PROCESSES USED TO REFINE THE <i>CONCEPTUAL FRAMEWORK</i> RATHER THAN IN RESEARCH-BASED WORK OF TEACHER CANDIDATES.</p>	<p data-bbox="1528 285 1866 350">--Continued from prior page--</p> <p data-bbox="1493 358 1892 846">The research base and best practices, WHICH INFORM THE TEACHER EDUCATION PROGRAM, need to be documented as Rochester College continues to refine its sequence of courses DURING THE PHASE OF PROBATIONARY APPROVAL. For final approval, it is expected that an expanded research base will be in place.</p>
I.D.2.b Different student approaches to learning for creating instructional opportunities adapted to learners from diverse cultural backgrounds and with exceptionalities;	ACCEPTABLE	
I.D.2.c Variety of instructional strategies for developing critical thinking, problem solving, and performance skills;	ACCEPTABLE	
I.D.2.d Individual and group motivation for encouraging positive social interaction, active engagement in learning, and self-motivation;	ACCEPTABLE	

Indicators	Comments	Activities/Goals for Final Approval
I.D.2.e Effective verbal, nonverbal, and media communications for fostering active inquiry, collaboration, and supportive interactions in the classroom;	ACCEPTABLE EXAMPLES of a very positive practice would be student-led inquiry, exhibitions, etc.	
I.D.2.f Planning and management of instruction based on knowledge of the content-area, the community, and curriculum goals;	ACCEPTABLE	
I.D.2.g Formal and informal assessment strategies for evaluation and ensuring the continuous intellectual, social, and physical development of the learner;	ACCEPTABLE FORMAL AND INFORMAL ASSESSMENTS ARE MODELED FOR TEACHER CANDIDATES FROM THE BEGINNING AND THROUGHOUT THEIR COLLEGE EXPERIENCE AT RC.	
I.D.2.h Collaboration with school colleagues, parents, and agencies in the larger community for supporting students' learning and well-being;	ACCEPTABLE Alumni spoke of being models FOR THE SCHOOLS WHERE THEY ARE EMPLOYED IN developing THESE TYPES OF relationships. AS CANDIDATES, they REALIZE that many of their future K-12 students might be from single-parent homes and felt that RC provided positive experiences for their professional growth.	
I.D.2.i Effective interactions with parents for supporting students' learning and well-being;	ACCEPTABLE	

Indicators	Comments	Activities/Goals for Final Approval
<p>I.D.2.j The opportunity for candidates to reflect on their teaching and its effects on student growth and learning; and</p>	<p>ACCEPTABLE</p> <p>COURSES THROUGHOUT THE PROFESSIONAL STUDIES COMPONENT REQUIRE THAT TEACHER CANDIDATES WRITE REFLECTIVELY ABOUT THEIR CLASSROOM EXPERIENCES. IN RDG 4313 CONTENT READING AND ASSESSMENT, TEACHER CANDIDATES PREPARE A PORTFOLIO OF WRITTEN REFLECTIONS RELATED TO THE TUTORIAL READING PRACTICUM.</p> <p>FOR EACH LESSON, TEACHER CANDIDATES REFLECT ON THE EFFECTIVENESS OF INSTRUCTION ON STUDENT LEARNING. DURING WEEKLY DISCUSSIONS IN WHOLE GROUP MEETINGS, TEACHER CANDIDATES SHARE ISSUES, CHALLENGES, AND SUCCESSES THEY EXPERIENCE WHILE TUTORING.</p>	
<p>I.D.2.k Educational technology, including the use of computers and other technologies in instruction, assessment, and professional productivity.</p>	<p>ACCEPTABLE</p> <p>THE USE OF TECHNOLOGY AND COMPUTERS IN K-12 CLASSROOMS IS EMPHASIZED IN ALL PROFESSIONAL EDUCATION COURSES AS WELL AS EXCLUSIVELY IN EDU 3232 CLASSROOM TECHNOLOGY. TEACHER CANDIDATES LEARN TO USE COMPUTERS AND PERIPHERALS IN INSTRUCTION AND ARE REQUIRED TO INCORPORATE TECHNOLOGY INTO THEIR INSTRUCTIONAL UNITS.</p>	

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.

Standard met

Indicators	Comments	Activities/Goals for Final Approval
<p>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 structure of the content-area meaningful for all students.</p>	<p>ACCEPTABLE</p> <p>Candidates demonstrate integration in their assessment classes.</p>	
<p>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.</p>	<p>ACCEPTABLE</p>	

STANDARD I.F Advanced Professional Studies. The unit ensures that the candidates become more competent as teachers or develop competencies for the professional roles.
Not applicable, no advanced programs offered

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

STANDARD I.G Quality of Instruction. Teaching in the unit is consistent with the conceptual framework(s), reflects knowledge derived from research and sound professional practice, and is of high quality.
Standard met

COMMENT: CLASSROOM OBSERVATION AND CANDIDATE INTERVIEWS CONVEYED THE SOUNDNESS OF THE INSTRUCTIONAL PROCESS AND ITS CONNECTEDNESS TO THE WORLD OF PRACTICE.

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

STANDARD I.H Quality of Field Experiences. The unit ensures that field experiences are consistent with the conceptual framework(s), are well planned and sequenced, and are of high quality.
Standard met

COMMENT: CANDIDATES' PROFESSIONAL COURSE WORK IS CLOSELY CONNECTED TO THE REAL WORLD OF PRACTICE VIA SIGNIFICANT HOURS AND TYPES OF FIELD EXPERIENCES (OBSERVATION, SMALL GROUP INTERACTION, ETC.). FIELD EXPERIENCES ARE CLOSELY MONITORED AND ARE USED TO BUILD UNDERSTANDING PRIOR TO FULL-TIME STUDENT TEACHING. STUDENT TEACHING IS FULL-TIME AND IS WELL SUPERVISED BY BOTH K-12 PRACTITIONERS AND UNIT FACULTY.

Indicator I.H.1 The unit selects field experiences, including student teaching and internships, to provide candidates with opportunities to:

Indicators	Comments	Activities/Goals for Final Approval
I.H.1.a Relate principles and theories from the conceptual framework(s) to actual practice in classrooms and schools;	ACCEPTABLE	
I.H.1.b Create meaningful learning experiences for all students; and	ACCEPTABLE	
I.H.1.c Study and practice in a variety of communities with students of different ages and with culturally diverse and exceptional populations.	ACCEPTABLE	
I.H.2 Field experiences encourage reflection by candidates and include feedback from higher education faculty, school faculty, and peers.	ACCEPTABLE	

Indicators	Comments	Activities/Goals for Final Approval
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 ten weeks of full-time student teaching, or its equivalent, is expected.)	ACCEPTABLE	

STANDARD I.I Professional Community. The unit collaborates with higher education faculty, school personnel, and other members of the professional community to design, deliver, and renew effective programs for the preparation of school personnel, and to improve the quality of education in schools.

Standard met with weakness

Indicators	Comments	Activities/Goals for Final Approval
I.I.1 Higher education faculty who teach the general, content, professional, and pedagogical studies regularly collaborate in program planning and evaluation of all facets of the curriculum.	P-12 SCHOOL, COMMUNITY MEMBERS, AND SPECIALTY AREA FACULTY ARE ALL INCLUDED IN AN advisory council. SPECIALTY AREA FACULTY WORKED WITH EDUCATION FACULTY IN CREATING THE TEACHABLE MAJORS AND MINORS. POLITICAL SCIENCE, HISTORY, AND ECONOMICS FACULTY WERE PARTICULARLY CREATIVE IN DESIGNING A TEAM-TAUGHT COURSE, U.S. IN THE MODERN WORLD.	The unit WILL NEED a plan for sustained collaboration and FOR evaluation of all facets of the curriculum.

Indicator I.1.2 The unit develops agreements with schools and cooperating professionals to ensure that:

Indicators	Comments	Activities/Goals for Final Approval
<p>I.1.2.a Student teaching, internships, and other field experiences are collaboratively designed and implemented; and</p>	<p>The COS recognizes and applauds the healthy communication between the Directors of Student Teaching and Field Placement.</p> <p>ONGOING PLANNING MAY BE NEEDED TO ACCOMMODATE AN INCREASING NUMBER OF TEACHER CANDIDATES.</p>	<p>The COS understands that the Directors of Student Teaching and Field Placement are planning to provide professional development training for mentor teachers. The COS encourages that this be done.</p> <p>The content-area faculty members are encouraged to participate in the supervision and support of student teachers in their content-area.</p> <p>THE COS RECOMMENDS SOME CONSOLIDATION OF THE VARIOUS PROCEDURAL MANUALS (GOVERNANCE, POLICY AND PROCEDURES MANUAL; TEACHER EDUCATION HANDBOOK; PORTFOLIO GUIDEBOOK; ASSESSMENT STRATEGIES MENTOR HANDBOOK; STUDENT TEACHING MENTOR HANDBOOK; AND COLLEGE SUPERVISOR HANDBOOK).</p>

Indicators	Comments	Activities/Goals for Final Approval
<p>--Continued from prior page--</p>	<p>--Continued from prior page--</p> <p>THIS INDIVIDUAL SERVES AS THE ON-SITE COORDINATOR AND MENTOR FOR THIS PRACTICUM, WORKING CLOSELY WITH THE SCHOOL PRINCIPAL AND LEARNING CONSULTANT. THIS PARTNERSHIP HAS BEEN IN PLACE SINCE FALL 2002.</p> <p>MEMBERS OF THE RC ADVISORY COUNCIL ARE THE EDUCATION FACULTY MEMBERS, SPECIALTY AREA FACULTY MEMBERS, K-12 TEACHERS, AND K-12 ADMINISTRATORS.</p> <p>TEACHER CANDIDATES ARE PLACED IN A VARIETY OF SCHOOL SETTINGS THAT PROVIDE TEACHING EXPERIENCES WITH DIVERSE STUDENTS. THOSE ARRANGEMENTS ARE COORDINATED WITH AND SUPPORTED BY DISTRICT AND BUILDING ADMINISTRATORS. SITES INCLUDE THE MUSKOGEE OKLAHOMA PUBLIC SCHOOLS (NATIVE AMERICAN), SALINA INTERMEDIATE SCHOOL IN DEARBORN (PREDOMINATELY MUSLIM), AND THE J.L. FORSTER SECONDARY SCHOOL IN WINDSOR (FOR ESL FOCUS).</p>	<p>--Continued from prior page--</p>

STANDARD II.A Qualifications of Candidates (Initial & Advanced). The unit recruits, admits, and retains candidates who demonstrate potential for professional success in schools.
Standard met

Indicator II.A.1 A comprehensive system is used to assess the qualifications of candidates seeking admission.

Indicators	Comments	Activities/Goals for Final Approval
II.A.1.a The criteria for admission to initial teacher preparation programs include an assessment of academic proficiency (e.g., basic skills proficiency tests), faculty recommendations, biographical information, and successful completion of any prior college/university course work with at least a 2.5 grade point average (GPA) on a 4-point scale;	APPROPRIATE PROCEDURES IN PLACE	
II.A.1.b The criteria for admission to advanced programs include an assessment of academic proficiency (e.g., the Miller Analogies Test, Graduate Records Examination, and Grade Point Average), faculty recommendations, record of competence and effectiveness in professional work, and graduation from a regionally accredited college/university; and	Not applicable	

Indicators	Comments	Activities/Goals for Final Approval
II.A.1.c The admission procedures for post-baccalaureate initial preparation programs and advanced programs ensure that candidates have attained appropriate depth and breadth in both general and content studies.	Not applicable	
II.A.2 Incentives and affirmative procedures attract candidates with high academic and other qualifications.	APPROPRIATE PROCEDURES IN PLACE	
II.A.3 Admission decisions are monitored by the unit to ensure that the admissions criteria are applied.	APPROPRIATE PROCEDURES IN PLACE	

STANDARD II.B Composition of Candidates (Initial & Advanced). The unit recruits, admits, and retains a diverse student body.
Standard met with weakness

Indicators	Comments	Activities/Goals for Final Approval
<p>II.B.1 The unit has and implements an explicit plan with adequate resources to recruit, admit, and retain a diverse student body.</p>	<p>PLAN IN PLACE</p> <p>THE EDUCATION DEPARTMENT'S GOVERNANCE, POLICY AND PROCEDURES MANUAL SPECIFIES A PLAN TO RECRUIT, ADMIT, AND RETAIN A DIVERSE STUDENT POPULATION. IN SPRING 2005, THE COLLEGE ADDED A DIRECTOR OF DIVERSITY RELATIONS TO HELP ESTABLISH APPROPRIATE PROGRAMMING.</p> <p>THE COLLEGE OFFERS A \$2,400 CULTURAL ENRICHMENT SCHOLARSHIP TO STUDENTS WHO HAVE BEEN INVOLVED IN MULTICULTURAL COMMUNITY SERVICE GROUPS.</p>	<p>PRIOR TO FINAL APPROVAL, THE COS WILL REVIEW DIVERSITY DATA FOR TEACHER CANDIDATES.</p>
<p>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.</p>	<p>PROCESS IN PLACE</p> <p>THE COLLEGE'S DIRECTOR OF DIVERSITY, HAS AGREED TO WORK WITH THE AFRICAN-AMERICAN POPULATION IN THE DETROIT AREA AND ELSEWHERE TO PROMOTE TEACHING AS A CAREER FOR STUDENTS FROM MINORITY GROUPS. THIS EFFORT WILL BE EVALUATED AND ENHANCED ANNUALLY.</p>	<p>Prior to final approval, the unit needs to undertake and document annual evaluation of the appropriateness of steps to strengthen the recruitment plan.</p>

Indicators	Comments	Activities/Goals for Final Approval
II.B.3 The student body is culturally diverse.	IN PLACE There is diversity within the RC student body. Diversity needs to be expanded within the unit.	The unit needs a plan for promoting and expanding the cultural diversity of the student body.
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.	IN PLACE	

STANDARD II.C Monitoring and Advising the Progress of Candidates. The unit systematically monitors and assesses the progress of candidates and ensures that they receive appropriate academic and professional advisement from admission through completion of their professional education programs.

Standard met with weakness

Indicators	Comments	Activities/Goals for Final Approval
II.C.1 The progress of candidates at different stages of programs is monitored through authentic performance-based assessments using systematic procedures and timelines. --Continued to next page--	PROCESSES ARE IN PLACE TEACHER CANDIDATES ARE FORMALLY ASSESSED TO DETERMINE THE DEGREE OF ATTAINMENT OF PEDAGOGICAL AND CONTENT KNOWLEDGE, TEACHING SKILLS, --Continued to next page--	PRIOR TO FINAL APPROVAL, THE COS WILL REVIEW THIS ASSESSMENT DATA. --Continued to next page--

Indicators	Comments	Activities/Goals for Final Approval
<p>--Continued from prior page--</p>	<p>--Continued from prior page--</p> <p>AND THE DISPOSITIONS ESSENTIAL FOR EFFECTIVE TEACHING. THESE OCCUR AT TRANSITION POINTS IN THE PROGRAM</p> <p>1) ENROLLMENT INTO THE FIRST CLASS FOR TEACHER CANDIDATES, INTRODUCTION TO EDUCATION; 2) ADMISSION INTO THE TEACHER EDUCATION PROGRAM; 3) ADMISSION TO DIRECTED TEACHING; AND 4) AT PROGRAM COMPLETION.</p> <p>IN ADDITION TO TESTING WITH THE MICHIGAN TEST FOR TEACHER CERTIFICATION (BASIC SKILLS, ELEMENTARY, AND CONTENT-AREAS), ASSESSMENT OCCURS THROUGH AUTHENTIC, PERFORMANCE-BASED BENCHMARK PRODUCTS.</p> <p>BOTH FORMATIVE AND SUMMATIVE ASSESSMENT OCCURS IN THE PROFESSIONAL COURSE WORK AND ACCOMPANYING FIELD EXPERIENCES.</p> <p>FOLLOW-UP SURVEYS ARE SENT TO ALL PROGRAM GRADUATES TO GAIN FEEDBACK ON THE PROGRAM.</p> <p>THE TEACHER ADVISORY COUNCIL APPROVES CANDIDATES FOR ADMISSION AND ADVANCEMENT THROUGH EACH STAGE OF THE PROGRAM.</p>	<p>--Continued from prior page--</p>

Indicators	Comments	Activities/Goals for Final Approval
<p>II.C.2 Assessment of candidate's progress is based on multiple data sources that include grade point average (GPA), observations, the use of various instructional strategies and technologies, faculty recommendations, demonstrated competence in academic and professional work (e.g., portfolios, performance assessments, and research and concept papers), and recommendations from the appropriate professionals in schools.</p>	<p>APPROPRIATE PROCEDURES IN PLACE</p>	
<p>II.C.3 Assessment data are systematically used to assist candidates who are not making satisfactory progress.</p>	<p>ACCEPTABLE RESPONSE</p> <p>A PLAN FOR ASSISTING CANDIDATES WHO ARE NOT MAKING SATISFACTORY PROGRESS IS SPECIFIED IN THE GOVERNANCE, POLICY AND PROCEDURES MANUAL. DATA WILL BE COLLECTED BY THE CERTIFICATION OFFICER AND THE CHAIR OF THE DEPARTMENT WILL FOLLOW UP WITH INDIVIDUAL CANDIDATES FOLLOWING THIS PLAN.</p>	<p>PRIOR TO FINAL APPROVAL, THE COS WILL REVIEW THE RESULTS OF THIS PROCESS.</p>

Indicators	Comments	Activities/Goals for Final Approval
<p>II.C.4 The ability of the candidates to create meaningful learning experiences that are based on their general, content, professional, and pedagogical knowledge is assessed.</p>	<p>ACCEPTABLE RESPONSE</p> <p>TEACHER CANDIDATES LEARN HOW TO DO THIS IN SEVERAL COURSES IN THE PROFESSIONAL EDUCATION SEQUENCE (E.G. EDUCATIONAL PSYCHOLOGY, CLASSROOM TEACHING STRATEGIES, CONTENT READING AND ASSESSMENT), PRACTICE OCCURS IN RELATED FIELD EXPERIENCES, AND ASSESSMENT OCCURS AS A PART OF EACH COURSE.</p>	<p>The COS would like to see MORE evidence for this standard, which aligns learning experiences, knowledge, and assessment. THIS ASSESSMENT COULD BE INCORPORATED WITH THE MEASURES SPECIFIED IN II.C.1.</p>
<p>II.C.5 CRITERIA CONSISTENT WITH THE CONCEPTUAL FRAMEWORK(S) OF PROGRAMS USED TO DETERMINE ELIGIBILITY OF STUDENT TEACHING AND OTHER PROFESSIONAL INTERNSHIPS.</p>	<p>APPROPRIATE PROCEDURES IN PLACE</p>	
<p>II.C.6 Through publications and faculty advising, the candidates are provided with clear information about policies and requirements.</p>	<p>COS MEMBERS WERE PLEASED WITH THE REVISED STUDENT HANDBOOKS.</p>	<p>AS THE NUMBER OF CANDIDATES EXPANDS, the unit needs to review its advisor/advisee ratio and develop a plan for equitable advising.</p>

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 license.

Standard met

Indicators	Comments	Activities/Goals for Final Approval
<p>II.D.1 The unit establishes and publishes a set of criteria/outcomes for exit from each professional education program.</p>	<p>APPROPRIATE PROCEDURES IN PLACE</p> <p>THE RC TEACHER EDUCATION STUDENT HANDBOOK CONTAINS EXPLICIT REQUIREMENTS, PHASES, AND PROCEDURES FOR COMPLETION OF EACH PROGRAM. RC assessment of STUDENT TEACHERS INCLUDES pedagogy according to the <i>Entry-Level Standards For Michigan Teachers</i>. http://www.michigan.gov/documents/criteriap_edagogy_21901_7.doc</p>	<p>THE ASSESSMENT INSTRUMENTS AND DATA WILL BE EVALUATED PRIOR TO FINAL APPROVAL.</p>
<p>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.</p>	<p>APPROPRIATE PROCEDURES IN PLACE</p> <p>RC EXHIBITED EXTENSIVE USE OF ALL THESE ASSESSMENT METHODS AND STRATEGIES.</p>	<p>THE DATA WILL BE EVALUATED FOR FINAL APPROVAL AND ONGOING RE-APPROVAL OF RC AS A TEACHER PREPARATION UNIT.</p>

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.
STANDARD MET WITH WEAKNESS

Indicator 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.

Indicators	Comments	Activities/Goals for Final Approval
<p>III.A.1.a Higher education faculty have an earned doctorate (or its equivalent) or have exceptional expertise in their field to qualify them for their assignments;</p> <p>--Continued to next page--</p>	<p>Rochester College is commended for its policy on providing released-time and tuition support for faculty members pursuing their terminal degrees.</p> <p>Two of the three current faculty members are working on their doctorate degrees. ONE FACULTY MEMBER HAS SUCCESSFULLY DEFENDED HER DISSERTATION PROPOSAL AND WILL BE COLLECTING DATA IN FALL 2005. HER PURPOSE IS TO DISCOVER AND DESCRIBE HOW PRE-SERVICE TEACHER CANDIDATES MOVE TOWARD MAKING ADAPTIVE INSTRUCTIONAL CHOICES BASED ON REFLECTIVE CONSIDERATION OF OBJECTIVE EVIDENCE DURING TUTORING IN READING.</p> <p>--Continued to next page--</p>	<p>Prior to the final approval, the unit needs to have shown progress RELATED TO FACULTY DEVELOPMENT.</p> <p>--Continued to next page--</p>

Indicators	Comments	Activities/Goals for Final Approval
--Continued from prior page--	<p data-bbox="898 293 1341 326">--Continued from prior page--</p> <p data-bbox="779 334 1409 431">ANOTHER FACULTY MEMBER PLANS TO COMPLETE HER COMPREHENSIVE EXAM IN FALL 2005.</p> <p data-bbox="779 464 1457 667">A third developed exceptional expertise from previous employment that has prepared him for the position he now holds, INCLUDING 33 YEARS OF WORK IN THE ETHNICALLY AND CULTURALLY DIVERSE SCHOOLS OF WINDSOR, ONTARIO.</p>	--Continued from prior page--
<p data-bbox="205 678 741 880">III.A.1.b Higher education faculty are knowledgeable about current practice related to the use of computers and technology and integrate them in their teaching and scholarship;</p>	<p data-bbox="779 678 1171 711">ACCEPTABLE RESPONSE</p> <p data-bbox="779 735 1457 872">OF THE THREE FULL-TIME FACULTY MEMBERS IN THE UNIT, ONE WILL COMPLETE A COGNATE IN COMPUTERS AS A PART OF HER PH.D. PROGRAM.</p>	

Indicators	Comments	Activities/Goals for Final Approval
<p>III.A.1.c Higher education faculty are knowledgeable about, and have experience with, teaching and learning, cultural differences, exceptionalities, and their instructional implications;</p>	<p>ACCEPTABLE RESPONSE</p> <p>THE immersion program IN OKLAHOMA is unique and commendable.</p> <p>AMONG THE ACCOMPLISHMENTS OF UNIT FACULTY ARE THE FOLLOWING: BACHELOR'S DEGREE IN SPANISH, COMPLETION OF A 6-WEEK MISSION TRIP TO VENEZUELA, TEACHING EXPERIENCE IN A LOUISIANA MIDDLE AND HIGH SCHOOL WHERE THE POPULATION WAS LARGELY AFRICAN-AMERICAN, 33 YEARS OF WORK IN THE ETHNICALLY AND CULTURALLY DIVERSE SCHOOLS OF WINDSOR, ONTARIO.</p> <p>EACH FACULTY MEMBER ADDRESSES THE NEED FOR TEACHER CANDIDATES TO BE SENSITIVE TO THE DIVERSE NEEDS OF STUDENTS. IN ADDITION TO THE TEACHING ACROSS CULTURES CLASS, CANDIDATES MUST COMPLETE A SPECIFIC COURSE IN TEACHING EXCEPTIONAL STUDENTS. IN THE CLASSROOM TEACHING STRATEGIES COURSE, CANDIDATES PLAN LESSONS WITH DIVERSITY IN MIND.</p>	
<p>III.A.1.d Higher education faculty serving as dissertation and/or graduate advisors are competent in the candidate's research topic and/or methodology;</p>	<p>Not applicable</p> <p>NO GRADUATE PROGRAMS ARE OFFERED.</p>	

Indicators	Comments	Activities/Goals for Final Approval
III.A.1.e Professional education faculty who supervise field experiences have had preparation for this role and have had professional experiences in school setting(s);	APPROPRIATE PROCEDURE IN PLACE VITAE FOR FACULTY ARE AVAILABLE.	
III.A.1.f School faculty are licensed, have at least three years of teaching experience in their field of specialization, and model good professional practice; and	APPROPRIATE PROCEDURE IN PLACE VITAE FOR FACULTY ARE AVAILABLE.	
III.A.1.g Graduate students who teach or supervise field experiences are qualified in terms of formal study, experience, and training.	Not applicable No graduate programs are offered.	

Indicator 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.

Indicators	Comments	Activities/Goals for Final Approval
<p>III.A.2.a The teaching, scholarship, and service of faculty demonstrate that they are teacher scholars; and</p>	<p>It appears as if the unit faculty members are becoming teacher scholars. SEE COMMENTS FOR III.A.1.A.</p> <p>IN ADDITION, ONE FACULTY MEMBER WORKED AS A DEVELOPMENTAL EDITOR FOR A HIGH SCHOOL BIOLOGY TEXTBOOK FOR NELSON CANADA (2002). IN ADDITION, HE RESEARCHED AND WROTE TEACHER MANUALS AND/OR TEXTBOOKS FOR 9TH GRADE SCIENCE, STRUCTURAL STRENGTH AND STABILITY (7TH GRADE), SUSTAINING ECOSYSTEMS (10TH GRADE), WEATHER DYNAMICS (10TH GRADE), AND APPLIED SUPPLEMENT FOR GRADE 10 SCIENCE. HE WROTE THE TEST BANK FOR THE INTRODUCTION TO THE FOUNDATIONS OF AMERICAN EDUCATION, 13TH EDITION (2005), FOR PEARSON/ALLEN AND BACON. HE WORKED WITH THE ONTARIO MINISTRY OF EDUCATION DEVELOPING AUTHENTIC ASSESSMENT TASKS AND EXEMPLARS IN SCIENCE.</p>	<p>Prior to final approval, the unit needs to document its continued work in this area and to begin to better define the EXPECTATIONS for scholarship in the education program at Rochester College.</p>

Indicators	Comments	Activities/Goals for Final Approval
<p>III.A.2.b Faculty with assignments in advanced programs generate and disseminate new knowledge that is regularly reviewed and accepted by peers.</p>	<p>Not applicable</p> <p>No advanced programs; HOWEVER, FACULTY DO SHARE JOURNAL ARTICLES WITH TEACHER CANDIDATES.</p>	
<p>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.</p>	<p>A faculty member HAS AUTHORED TEXTBOOKS, AND A VARIETY OF TEACHING manuals (SEE COMMENTS FOR III.A.2.A).</p> <p>IN ORDER TO MORE EFFECTIVELY PREPARE TEACHER CANDIDATES TO WORK WITH P-12 CURRICULUM, THIS PAST SUMMER THE DEVELOPMENT DEPARTMENT PROCURED TWO GRANTS OF \$5,000 EACH TO FUND THE CURRICULUM LIBRARY DEVELOPMENT. INITIALLY THE MONEY WILL BE SPENT TO ENHANCE HOLDINGS IN MATHEMATICS AND TO OBTAIN TEXTS WHICH MATCH THE CURRICULUM USED IN THE ROCHESTER COMMUNITY SCHOOLS.</p> <p>THE PROGRAM REGULARLY HIRES ADJUNCT FACULTY MEMBERS WHO ARE TEACHERS OR ADMINISTRATORS IN PUBLIC SCHOOLS. ALL OF THE ADJUNCT FACULTY MEMBERS HAVE MASTER'S DEGREES. TWO ADJUNCTS HAVE DOCTORATES, AND AT LEAST ONE HAS AN EDUCATION SPECIALIST DEGREE.</p>	<p>The unit needs to develop a plan for enriching its mathematics instruction to include manipulative materials and undergirding concepts that relate to best-practice and research about teaching mathematics.</p>

Indicators	Comments	Activities/Goals for Final Approval
<p>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.</p>	<p>IN PLACE</p> <p>THE unit faculty participates in a range of professional activities.</p>	

STANDARD III.B Composition of Faculty. The unit recruits, hires, and retains a diverse higher education faculty.
Standard met

COMMENT: THIS SMALL UNIT IS NOT YET CULTURALLY DIVERSE. HOWEVER, IT HAS DEVELOPED, ADOPTED, AND IMPLEMENTED A PLAN TO RECRUIT DIVERSE FACULTY. THE PLAN IDENTIFIES ACTIONS, RESPONSIBILITIES, AND RESOURCES TO ACHIEVE DIVERSITY GOALS.

Indicators	Comments	Activities/Goals for Final Approval
<p>III.B.1 The unit has and implements an explicit plan with adequate resources to ensure hiring and retaining of a diverse faculty.</p>	<p>IN PLACE</p> <p>THE GOVERNANCE, POLICY AND PROCEDURES MANUAL PRESENTS A PLAN FOR THE RECRUITMENT OF FACULTY FROM UNDER REPRESENTED POPULATIONS.</p> <p>THE DIRECTOR OF DIVERSITY RELATIONS HAS BECOME INVOLVED IN THE SEARCH FOR AN ADDITIONAL FACULTY MEMBER AND AT LEAST ONE QUALIFIED, MINORITY CANDIDATE HAS BEEN IDENTIFIED.</p>	<p>Prior to final approval, the unit must DEMONSTRATE PROGRESS TOWARD hiring and retaining diverse faculty.</p>
<p>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.</p>	<p>IN PLACE</p>	<p>The unit needs to identify ONGOING recruiting goals.</p>

Indicators	Comments	Activities/Goals for Final Approval
III.B.3 The faculty is culturally diverse.		Within the constraints of Rochester College hiring policies, the unit has to plan for hiring a culturally diverse, well-qualified faculty.
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.	AT THIS TIME, THERE ARE ONLY three FULL-TIME faculty members IN THE DEPARTMENT OF EDUCATION.	AS THE FACULTY EXPANDS, THE INSTITUTION WILL NEED TO CONSIDER THIS STANDARD WHEN REVIEWING APPLICANTS FOR FACULTY POSITIONS.

STANDARD III.C Professional Assignments of Faculty. The unit ensures that policies and assignments allow faculty to be involved effectively in teaching, scholarship, and service.
Standard met

Indicators	Comments	Activities/Goals for Final Approval
III.C.1 Workload policies and assignments accommodate faculty involvement in teaching, scholarship, and service, including working in P-12 schools, curriculum development, advising, administration, institutional committee work, and other internal service responsibilities.	<p>POLICIES ARE IN PLACE</p> <p>There is concern that the heavy advisement load of two unit members may begin to adversely impact the advisement that students receive. AS THE PROGRAM EXPANDS, the unit needs to plan for adjustments in the advising load.</p>	PRIOR TO FINAL APPROVAL, THE COS WILL REVIEW DATA ON ADVISEMENT LOADS.

Indicator III.C.2 Faculty teaching loads, including overloads and off-campus teaching, are mutually agreed upon and are limited to allow faculty to engage effectively in teaching, scholarship, and service.

Indicators	Comments	Activities/Goals for Final Approval
<p>III.C.2.a The load for faculty teaching each semester/quarter generally does not exceed 12 semester/quarter hours for undergraduate courses, 9 semester/quarter hours for graduate courses, and an appropriate prorating for a combination of undergraduate and graduate courses;</p>	<p>IN PLACE</p> <p>The adjunct faculty, who were interviewed, supplemented the teaching load. They were positive about their contribution to the program.</p>	<p>A plan for overseeing adjuncts is necessary for FINAL APPROVAL.</p>
<p>III.C.2.b The determination of faculty teaching load considers factors including, but not limited to, class size, number of preparations, and research and service responsibilities;</p>	<p>IN PLACE</p>	
<p>III.C.2.c Faculty who supervise student teachers and other interns have adequate time as part of their teaching load to observe and provide feedback to candidates. (Assignments generally do not exceed a ratio of 18 full-time students to one full-time faculty member.); and</p>	<p>IN PLACE</p>	

Indicators	Comments	Activities/Goals for Final Approval
III.C.2.d Faculty who direct graduate projects, (e.g., Masters' theses/projects or doctoral dissertations) receive adequate adjustments in their teaching load for these activities.	<p>Not applicable</p> <p>No graduate programs are offered.</p>	

STANDARD III.D Professional Development of Faculty. The unit ensures that there are systematic and comprehensive activities to enhance the competence and intellectual vitality of the professional education faculty.
Standard met

Indicators	Comments	Activities/Goals for Final Approval
III.D.1 Policies and practices encourage professional education faculty to be continuous learners.	<p>IN PLACE</p> <p>Rochester College is commended for its policy on providing released time and tuition support for faculty members pursuing their terminal degrees.</p>	
III.D.2 Higher education and school faculty and others who may contribute to professional education programs are regularly involved in professional development activities.	<p>IN PLACE</p>	

Indicators	Comments	Activities/Goals for Final Approval
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.	IN PLACE	
III.D.4 Evaluations are used systematically to improve teaching, scholarship, and service of the higher education faculty within the unit.	IN PLACE	

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.
Standard met

Indicators	Comments	Activities/Goals for Final Approval
IV.A.1 All professional education programs are organized, unified, and coordinated to ensure the fulfillment of the unit's mission.	ACCEPTABLE	

Indicators	Comments	Activities/Goals for Final Approval
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.	ACCEPTABLE	

Indicator IV.A.3 The unit is of sufficient size to assure the consistent delivery and quality of each program offered.

Indicators	Comments	Activities/Goals for Final Approval
IV.A.3.a There are sufficient numbers of school faculty and full-time higher education faculty to support each program offered for the preparation of school personnel;	<p>IN PROCESS</p> <p>Currently, there are only three faculty members assigned to the education unit. Rochester College is committed to HIRING additional faculty.</p> <p>AN ADDITIONAL FACULTY POSITION IS IN THE CURRENT BUDGET. IN ORDER TO BROADEN THE SEARCH PROCESS, THE DEPARTMENT DEFERRED HIRING FOR AN ADDITIONAL YEAR.</p>	AS THE PROGRAM EXPANDS, THE INSTITUTION WILL NEED TO CONTINUE PLANS to hire new faculty with terminal degrees, appropriate BACKGROUND/ EXPERIENCES, AND CULTURAL DIVERSITY.

Indicators	Comments	Activities/Goals for Final Approval
<p>IV.A.3.b The use of part-time higher education faculty and graduate students who teach is designed to ensure integrity, quality, and continuity of the programs' conceptual framework(s);</p>	<p>ACCEPTABLE</p> <p>The part-time faculty members appear to be knowledgeable and feel that they are an integral part of the unit.</p> <p>THE TEACHER EDUCATION DEPARTMENT CONSISTENTLY USES SPECIFIC ADJUNCT PERSONNEL. THIS REGULAR USE CREATES A MORE EFFECTIVE LINE OF COMMUNICATION WITH PART-TIME FACULTY. FIVE OF THE SIX PART TIME FACULTY HAVE WORKED WITH THE COLLEGE FOR AT LEAST 2 YEARS AND HAVE EXTENSIVE LINKS IN THE REGIONAL EDUCATIONAL COMMUNITY.</p>	<p>AS THE PROGRAM EXPANDS, the unit needs to plan for communicating COURSE CONTENT and PERFORMANCE expectations to the adjuncts.</p>
<p>IV.A.3.c There are sufficient numbers of administrative, clerical, and technical staff to support the programs offered; and</p>	<p>ACCEPTABLE</p>	<p>AS THE PROGRAM GROWS, there will be a need for additional support and the COS will need to see a plan for that.</p>
<p>IV.A.3.d Each doctoral program has at least three full-time higher education faculty members with earned doctoral degrees and expertise related to the program's field of specialization.</p>	<p>Not applicable</p> <p>No graduate programs are offered.</p>	

Indicators	Comments	Activities/Goals for Final Approval
<p>IV.A.4 Professional education faculty are actively involved in the organization and coordination of programs.</p>	<p>ACCEPTABLE</p> <p>EDUCATION FACULTY MEMBERS WORK CLOSELY WITH CONTENT FIELD DEPARTMENT CHAIRS IN THE DEVELOPMENT OF PROGRAMS. EACH PRE-APPROVED SPECIALTY AREA PROGRAM WAS CREATED WITH CONSULTATION WITH EDUCATION FACULTY.</p> <p>THE CHAIR OF THE TEACHER EDUCATION DEPARTMENT IS A MEMBER OF THE ACADEMIC CABINET. THIS GROUP IS MADE UP OF ACADEMIC DEANS, FACULTY CHAIRS FROM ALL DEPARTMENTS, COLLEGE OF EXTENDED LEARNING PERSONNEL, THE REGISTRAR, AND THE LIBRARIAN. THIS GROUP IS RESPONSIBLE FOR ACADEMIC POLICY FORMATION AND FOR APPROVING PROGRAMMATIC CHANGES IN BOTH SPECIALTY AREA AND GENERAL EDUCATION COURSE WORK.</p>	
<p>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.</p>	<p>PLAN CREATED; MONITORING IN PROCESS</p> <p>RC COMPLETED COMPREHENSIVE STRATEGIC PLANNING DURING 2003-2004 AND IMPLEMENTED IT DURING 2004-2005.</p> <p>EVERY DEPARTMENT WAS INVOLVED IN THE PLANNING PROCESS AND IS HELD ACCOUNTABLE FOR ITS IMPLEMENTATION.</p>	<p>Prior to final approval, the unit needs to implement the monitoring process for long-range planning, AND TO USE THE INFORMATION GAINED FROM THE MONITORING TO MAKE NEEDED CHANGES IN THE PLANNING PROCESS.</p>

Indicators	Comments	Activities/Goals for Final Approval
IV.A.6 School faculty, candidates, and other members of the professional community are actively involved in the unit's policy making and/or advisory bodies.	<p>ACCEPTABLE</p> <p>THE RC TEACHER ADVISORY COUNCIL (TAC) IS MADE UP OF PUBLIC AND PRIVATE EDUCATORS. THIS GROUP MEETS THREE TIMES A YEAR TO ADVISE THE UNIT ON POLICIES AND PROCEDURES RELATED TO THE TEACHER EDUCATION PROGRAMS (ALSO SEE I.I.3).</p>	
IV.A.7 Policies and practices of the unit are non-discriminatory and guarantee due process to faculty and candidates.	<p>ACCEPTABLE</p>	

STANDARD IV.B Resources for Teaching and Scholarship. The unit has adequate resources to support teaching and scholarship by faculty and candidates.
Standard met with weakness

Indicators	Comments	Activities/Goals for Final Approval
<p>IV.B.1 Support for professional development is at least at the level of other units in the institution.</p>	<p>ACCEPTABLE</p> <p>Faculty attend a VARIETY OF professional development opportunities. FULL-TIME FACULTY ARE ELIGIBLE FOR FUNDS TO COVER UP TO \$700 IN PROFESSIONAL DEVELOPMENT COSTS.</p> <p>RC HAS FINANCED THE DOCTORAL STUDIES OF TWO OF THE EDUCATION DEPARTMENT'S FACULTY MEMBERS. THE BUSINESS DEPARTMENT IS THE ONLY OTHER ACADEMIC DEPARTMENT THAT HAS TWO FACULTY MEMBERS RECEIVING SUCH FUNDING FROM RC.</p>	
<p>IV.B.2 Higher education faculty have well maintained and functional office, instructional, and other space to carry out their work effectively.</p>	<p>IN PLACE</p> <p>The offices are well maintained. However, IT APPEARS THAT THE unit COULD USE a dedicated classroom for demonstrations.</p>	<p>THE COS WILL REVIEW THIS AGAIN PRIOR TO FINAL APPROVAL.</p>
<p>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.</p>	<p>ACCEPTABLE</p>	

Indicators	Comments	Activities/Goals for Final Approval
<p>IV.B.4 Library resources provide adequate scope, breadth, currency, and multiple perspectives; they are systematically reviewed to make acquisition decisions.</p>	<p>Library HOLDINGS ARE EXPANDING. EXTENSIVE ONLINE RESOURCES SUPPLEMENT THE RC LIBRARY HOLDINGS.</p>	<p>Prior to final approval, THE COS WILL EXAMINE THE GROWTH IN THE LIBRARY HOLDINGS RELATED TO CURRICULUM AND PEDAGOGY. The COS will be looking SPECIFICALLY for resources that promote scholarship AND MEET THE NEEDS OF A GROWING NUMBER OF TEACHER CANDIDATES.</p>

Indicators	Comments	Activities/Goals for Final Approval
<p>IV.B.5 Media, software, and materials collection are identifiable, relevant, accessible, and systemically reviewed to make acquisition decisions.</p>	<p>ACCEPTABLE</p> <p>ACQUISITION DECISIONS ARE MADE IN COLLABORATION WITH THE LIBRARY STAFF AND EDUCATION FACULTY MEMBERS. GRANT MONEY IS AVAILABLE FOR PURCHASING MEDIA AND SOFTWARE SPECIFICALLY. THE DEPARTMENT IS IN THE PROCESS OF IDENTIFYING AND PURCHASING THE APPROPRIATE MATERIALS.</p> <p>ALSO, IN SUMMER 2005, TWO GRANTS WERE OBTAINED TO ALLOW FOR THE PURCHASE OF MATERIALS FOR THE CURRICULUM LIBRARY. THESE WILL INCLUDE MANIPULATIVES AND TEXTBOOKS TO ENHANCE TEACHER CANDIDATES' LESSON PLANNING.</p> <p>THE LIBRARY AND THE DEPARTMENT HAVE AGREED ON A THREE-YEAR ROTATION TO INCREASE HOLDINGS AND TO DETERMINE CURRENCY OF MATERIALS. THESE MATERIALS ARE CATALOGED IN THE RC LIBRARY TO ENSURE STUDENT ACCESS.</p>	

Indicators	Comments	Activities/Goals for Final Approval
<p>IV.B.6 There are sufficient library and technical staff to support the library, instructional materials collection, and media/computer support services.</p>	<p>ACCEPTABLE</p> <p>CURRENTLY THERE IS ONE FULL-TIME LIBRARIAN WHO HOLDS A MASTER'S IN LIBRARY SCIENCE (MLS). THERE ARE TWO PART-TIME LIBRARIANS WHO HOLD THE MLS DEGREE. THERE IS A FULL-TIME CIRCULATION CLERK AND A FULL-TIME INTER-LIBRARY LOAN SPECIALIST.</p> <p>IN JANUARY, A NEW DIRECTOR OF THE LIBRARY WILL BEGIN WORKING AT ROCHESTER COLLEGE. THIS NEW DIRECTOR ALSO HOLDS AN MLS DEGREE AND HAS EXTENSIVE EXPERIENCE. IN ADDITION, THE LIBRARY IS INTERVIEWING TO HIRE A CATALOGER.</p>	

STANDARD IV.C Resources for Operating the Unit. The unit has sufficient facilities, equipment, and budgetary resources to fulfill its mission and offer quality programs.
Standard met

Indicators	Comments	Activities/Goals for Final Approval
IV.C.1 The budget trends over the past five years and future planning indicate adequate support for the programs offered in professional education.	ACCEPTABLE	
IV.C.2 Resources are allocated to programs in a manner that allows each one to meet its expected outcomes.	ACCEPTABLE SEE COMMENTS FOR IV.B.5. IN ADDITION, THERE IS A PREVIOUSLY OBTAINED ADDITIONAL AMOUNT OF GRANT MONEY THAT CAN BE SPENT ON VIDEO AND SOFTWARE MATERIALS FOR THE CURRICULUM LIBRARY.	THE COS WILL MONITOR THE GROWTH OF THE CURRICULUM LIBRARY.
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.	ACCEPTABLE The Committee is impressed with the commitment to educational technology and to maintaining it at a high level.	

Michigan Specific Standards/Rules/Guidelines

Requirements	Status	Comments/Suggestions	Activities/Goals for Final Approval														
I. Initial Teacher Preparation																	
I.A	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).]	Requirement met	Rochester College's General Education requirements total 51 semester hours. These core requirements are: <table style="margin-left: auto; margin-right: auto;"> <tr> <td></td> <td style="text-align: right;">Semester Hours</td> </tr> <tr> <td>Christian Values</td> <td style="text-align: right;">16</td> </tr> <tr> <td>Communication</td> <td style="text-align: right;">9</td> </tr> <tr> <td>Humanities</td> <td style="text-align: right;">6</td> </tr> <tr> <td>Physical Education</td> <td style="text-align: right;">2</td> </tr> <tr> <td>Science & Mathematics</td> <td style="text-align: right;">9</td> </tr> <tr> <td>Social Science</td> <td style="text-align: right;">9</td> </tr> </table>		Semester Hours	Christian Values	16	Communication	9	Humanities	6	Physical Education	2	Science & Mathematics	9	Social Science	9
	Semester Hours																
Christian Values	16																
Communication	9																
Humanities	6																
Physical Education	2																
Science & Mathematics	9																
Social Science	9																
I.B	The preparation program ensures that individuals recommended for certification have completed 20 semester hours of theoretical and practical knowledge in the following fields:																

Requirements	Status	Comments/Suggestions	Activities/Goals for Final Approval
<p>I.B.1 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</p>	<p>Requirement met</p>	<p>The Professional Studies course requirements total 36 semester hours.</p> <p>All students seeking to enter the Teacher Education Program must take PSY 2223 Lifespan Development (3 semester hours) as part of the Social Science core requirements. The Professional Studies core includes EDU 3213 Educational Psychology (3 semester hours). While PSY 2223 Lifespan Development covers early, preadolescent, and adolescent development, EDU 3213 Educational Psychology focuses on development as it relates to learning.</p> <p>Courses in Professional Studies, EDU 3243 Teaching Exceptional Students (3 semester hours), EDU 4222 Teaching Across Cultures (2 semester hours), and the EDU 4231 Teaching Across Cultures Field Experience (1 semester hour) introduce students who are exceptional and have cultural differences.</p>	

Requirements	Status	Comments/Suggestions	Activities/Goals for Final Approval
I.B.2 The structure, function, and purposes of educational institutions in our society.	Requirement met	<p>Phase One – Exploring Teaching – introduces students to the responsibilities, structure, and activities of the profession; the theoretical principles of instruction and learning; and the theories of human development.</p> <p>The social, historical, and philosophical foundations of education, including an understanding of the moral, social, and political dimensions of classrooms, teaching, and schools; school law and educational policy; and professional ethics are covered in Phase Two – Understanding Teaching.</p>	
I.C The preparation program addresses the Michigan State Board of Education 1993 <i>Entry-Level Standards for Michigan Teachers</i> , including:			

Requirements	Status	Comments/Suggestions	Activities/Goals for Final Approval
<p>I.C.1 An understanding and appreciation of the liberal arts (the humanities, the social sciences, the mathematical and natural sciences, and the arts);</p> <p>--Continued to next page--</p>	<p>Requirement met</p>	<p>The motto of Rochester College is <i>a liberal arts college in a Christian setting</i>. The mission and affirmations emphasize the lifelong benefits of a liberal arts education.</p> <p>Rochester College teacher candidates complete a 51 semester hour General Education core in Christian Values, Communication, Humanities, Physical Education, Science, Mathematics, and Social Science.</p> <p>Elementary candidates complete the Elementary Education minor (27 semester hours) consisting of:</p> <ul style="list-style-type: none"> • EDU 2143 Fine Arts for the Elementary Teacher (3 semester hours) • EDU 3113 Social Studies Foundations (3 semester hours) • MAT 2213/23 Mathematics for Elementary Teachers I & II (6 semester hours) <p>--Continued to next page--</p>	<p>--Continued to next page--</p>

Requirements	Status	Comments/Suggestions	Activities/Goals for Final Approval
<p>--Continued from prior page--</p>		<p>--Continued from prior page--</p> <ul style="list-style-type: none"> • NSC 2314/24 Science Foundations I & II (8 semester hours) • RDG 3324 Foundations of Language Arts (4 semester hours) • RDG 4313 Content Reading and Assessment (3 semester hours) 	<p>--Continued from prior page--</p>

Requirements	Status	Comments/Suggestions	Activities/Goals for Final Approval
I.C.2 An understanding of the commitment to student learning and achievement;	Requirement met	All Professional Studies courses and field experiences contain information relative to student learning and achievement. Specific courses and field experiences that focus on learning and achievement are: <ul style="list-style-type: none"> • EDU 3213 Educational Psychology (3 semester hours) • EDU 3223 Classroom Teaching Strategies (3 semester hours) • EDU 4253 Classroom Management Strategies (3 semester hours) • EDU 3243 Teaching Exceptional Students (3 semester hours) • EDU 4222 Teaching Across Cultures (2 semester hours) • EDU 4231 Teaching Across Cultures Field Experience (1 semester hour) • EDU 4721/4821 Directed Teaching Seminar (Elementary/Secondary) (1 semester hour) • EDI 4728/4828 Directed Teaching (Elementary, Secondary) (8 semester hours) 	

Requirements	Status	Comments/Suggestions	Activities/Goals for Final Approval
<p>I.C.3 A knowledge of the assigned subject areas and how to teach those subjects;</p>	<p>Requirement met</p>	<p>Candidates for elementary certification complete a subject-area major in one of the following areas: English, History, Integrated Science, Language Arts, Mathematics, or Social Studies. All elementary candidates also complete the Elementary Education minor.</p> <p>Candidates for secondary certification complete a subject-area major and minor. Major subject areas include Biology, English, History, Mathematics, and K-12 Music. Minor subject areas include Biology, English, History, and Mathematics.</p> <p>All subject-area majors include an Assessment Strategies course that presents methods and strategies for effectively teaching content. These courses build cohesiveness between subject-matter knowledge and the specialized pedagogical content-area knowledge.</p>	

Requirements	Status	Comments/Suggestions	Activities/Goals for Final Approval
I.C.4 An ability to manage and monitor student learning;	Requirement met	<p>All candidates successfully complete EDU 3223 Classroom Teaching Strategies, a Professional Studies course that investigates and evaluates approaches to establishing classroom environments that foster learning.</p> <p>The ability to manage and monitor student learning is assessed in field experiences for EDU 3223 Classroom Teaching Strategies, in the Assessment Strategies courses listed above, and in EDU 4721/4728 Directed Teaching.</p>	

Requirements	Status	Comments/Suggestions	Activities/Goals for Final Approval
I.C.5 An ability to systematically organize teaching practices and to learn from experience;	Requirement met	<p>Candidates are required to successfully complete five field experiences prior to directed teaching. Field experience requirements emphasize evaluative feedback, coaching, and conferences with college supervisors and cooperating teachers.</p> <p>In addition, candidates reflect on their abilities by building a professional portfolio and keeping field experience journals.</p>	
I.C.6 A commitment to participation in learning communities; and	Requirement met	<p>Candidates develop a commitment to the broader educational community through a series of field experiences that vary in their contexts and settings. During Phase III Practicing Teaching, candidates assume the role of a professional educator, and interact with teachers, parents, administrators, and other members of local educational communities.</p>	

Requirements	Status	Comments/Suggestions	Activities/Goals for Final Approval
I.C.7 An ability to use information technology to enhance learning and to enhance personal and professional productivity.	Requirement met	All teacher candidates are required to take EDU 3232 Classroom Technology as part of their Professional Studies. Classroom instructional technology and professional productivity is emphasized throughout the program.	
I.D The preparation program ensures that before individuals engage in student teaching, the individuals demonstrate (from Section 1531b <i>The Revised School Code</i>):			

Requirements	Status	Comments/Suggestions	Activities/Goals for Final Approval
I.D.1 High academic achievement;	Requirement met	<p>Admission to Directed Teaching requirements related to achievement are:</p> <p>Academic competency as evidenced by a cumulative grade point average of 2.70 overall in Professional Studies and in the major and the minor, with no grade lower than a "C."</p> <p>Completion of all courses and field experiences in Professional Studies (with the exception of EDU 4821 Seminar), General Education, and the major and minor.</p> <p>Successful completion of all field experiences. The 60-hour field experience corresponding to the appropriate Methods and Assessment Strategies course weighs heavily.</p> <p>Completion of applicable subject-area test(s) of the Michigan Test for Teacher Certification (MTTC).</p>	

Requirements	Status	Comments/Suggestions	Activities/Goals for Final Approval
I.D.2 Successful group work with children (as a condition for admission to the teacher preparation curriculum);	Requirement met	Prior to admission, students must successfully complete 30-hour field experiences in both EDU 2202 Introduction to Education and EDU 3213 Educational Psychology.	
I.D.3 Knowledge of research-based teaching, and	Requirement met	All courses in Professional Studies include research-based practices described in the <i>Entry-Level Standards for Michigan Teachers and Enhancing Professional Practice: A Framework for Teaching</i> (C. Danielson). <i>EDU 3213</i> Educational Psychology offers students an overview of these practices.	
I.D.4 Working knowledge of modern technology and use of computers.	Requirement met	Candidates successfully complete EDU 3232 Classroom Technology, a course designed to address Michigan's seventh standard. Emphasis is on student-centered technology, facilitating global discourse communities, and ethical standards for use on the Internet.	

Requirements	Status	Comments/Suggestions	Activities/Goals for Final Approval
I.E 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.			
I.E.1 <i>Entry-Level Standards for Michigan Teachers</i> (Michigan State Board of Education, 1993, 1998);	Requirement met	<p><i>Entry-Level Standards for Michigan Teachers (ELSMT)</i> are included in the Teacher Education Handbook.</p> <p>The standards are introduced in EDU 2202 Introduction to Education and used by some candidates to develop their professional portfolios.</p> <p>All Professional Studies course work reflects the standards. They are reviewed in EDU 4721/4728 Directed Teaching Seminar.</p>	
I.E.2 <i>Administrative Rules Governing the Certification of Michigan Teachers;</i>	Requirement met	<p>The rules governing certification are reviewed during the advising process and in the orientation for admission to the program.</p> <p>Certification rules and guidelines are described in the Teacher Education Handbook.</p>	

Requirements	Status	Comments/Suggestions	Activities/Goals for Final Approval
I.E.3 Michigan Test for Teacher Certification, including test objectives;	Requirement met	<p>Information on the Michigan Test for Teacher Certification (MTTC) is available in the Education Office.</p> <p>Students are introduced to the requirement related to the MTTC in EDU 2202 Introduction to Education.</p>	
I.E.4 <i>The Revised School Code (1996);</i>	Requirement met	<p>The rules governing certification are reviewed during the advising process and in the orientation for admission to the program.</p> <p>Certification rules and guidelines are described in the Teacher Education Handbook.</p> <p>They are offered as a handout in EDU 4721/4821 Student Teaching Seminar.</p> <p>In EDU 2202 Introduction to Education, students demonstrate a working knowledge of information pertaining to Michigan teacher certification requirements and standards, and apply that knowledge to their own courses of study.</p>	

Requirements	Status	Comments/Suggestions	Activities/Goals for Final Approval
I.E.5 <i>Administrative Rules for Special Education (1996);</i>	Requirement met	Special education certification rules are offered in EDU 3243 Teaching Exceptional Students.	
I.E.6 Michigan Curriculum Framework; and	Requirement met	<p>Students are introduced to the Michigan Curriculum Framework (MCF) in EDU 3213 Educational Psychology.</p> <p>RC used the standards to develop a unit plan in EDU 3223 Classroom Teaching Strategies.</p> <p>In the Assessment Strategies courses, students use the content standards and benchmarks to develop a unit of study in their major subject-areas.</p> <p>Student teachers must use the framework to plan daily lessons.</p> <p>THE FALL 2005 SYLLABUS FOR EDU 3223 CLASSROOM TEACHING STRATEGIES HAS BEEN POSTED TO THE RC WEBSITE. IT REFLECTS THE USE OF THE MCF IN DEVELOPING LESSON PLANS.</p>	

Requirements	Status	Comments/Suggestions	Activities/Goals for Final Approval
I.E.7 Portions of the School Code pertaining to criminal activity:			
I.E.7.a Section 1230 (criminal records check by State Police/FBI);	Requirement met	<p>Students are informed of the State's code related to criminal activity when applying to the program, during EDU 2202 Introduction to Education, and during admission to Directed Teaching.</p> <p>A signed Criminal Record Disclosure form is required for admission to the program and for admission to student teaching.</p> <p>In EDU 4231 Teaching Across Cultures Field Experience, students must have a national check from the State Police to participate in the cross-cultural field experience.</p>	

Requirements	Status	Comments/Suggestions	Activities/Goals for Final Approval
I.E.7.b Sections 1535a, 1539a, and 1539b (Requirements for reporting, notification, criminal conviction, and suspension); and	Requirement met	Students in EDU 4721/4821 Directed Teaching Seminar become familiar with <i>The Revised School Code</i> regarding criminal conviction, suspension, reinstatement, and revocation of teaching certificates. Student teachers receive a handout of these laws.	
I.E.7.c Section 1809 (certificate fraud).	Requirement met		
I.E.8 Procedures for certificate denial, suspension, revocation, and reinstatement (<i>Administrative Rules Governing the Certification of Michigan Teachers, Part 10</i>);	Requirement met	Candidates in EDU 4721/4821 Directed Teaching Seminar become familiar with <i>The Revised School Code</i> regarding the improper use of teaching certificates. THE SYLLABI POSTED ON THE RC WEBSITE EXPLICITLY ADDRESS THE <i>ADMINISTRATIVE RULES GOVERNING THE CERTIFICATION OF TEACHERS</i> .	

Requirements	Status	Comments/Suggestions	Activities/Goals for Final Approval
I.E.9 Public Act 25 (School Improvement);	Requirement met	Candidates in EDU 4721/4821 Directed Teaching Seminar become familiar with <i>The Revised School Code</i> and the State's school improvement plan. THE SYLLABI FOR THE EDU 4721/4821 EXPLICITLY ADDRESS SCHOOL IMPROVEMENT.	
I.E.10 Michigan State Board of Education Policy Statement on Multicultural Education (August 1992); and	Requirement met		
I.E.11 Michigan Alternative Routes to Teacher Certification (MARTC).	Not Applicable		
II. Content Studies			
II.A Form X (Programs Offered for Certification/Endorsement) is complete and accurate. Advanced preparation programs are identified. (See definition in <i>Glossary of NCATE Standards, Procedures and Policies, 1995.</i>)	Requirement met	This form is provided.	
II.B (Rule 390.1126) Programs for State Elementary Provisional Certificates ensure that candidates complete:			

Requirements	Status	Comments/Suggestions	Activities/Goals for Final Approval														
II.B.1 Requirements of Rule 390.1122 (not less than 40 semester hours in a program of general or liberal education). (See details under I.A.);	Requirement met	Rochester College's General Education core totals 51 semester hours These core requirements include: <table style="margin-left: auto; margin-right: auto;"> <tr> <td></td> <td style="text-align: center;">Semester Hours</td> </tr> <tr> <td>Christian Values</td> <td style="text-align: right;">16</td> </tr> <tr> <td>Communication</td> <td style="text-align: right;">9</td> </tr> <tr> <td>Humanities</td> <td style="text-align: right;">6</td> </tr> <tr> <td>Physical Education</td> <td style="text-align: right;">2</td> </tr> <tr> <td>Science & Mathematics</td> <td style="text-align: right;">9</td> </tr> <tr> <td>Social Science</td> <td style="text-align: right;">9</td> </tr> </table>		Semester Hours	Christian Values	16	Communication	9	Humanities	6	Physical Education	2	Science & Mathematics	9	Social Science	9	
	Semester Hours																
Christian Values	16																
Communication	9																
Humanities	6																
Physical Education	2																
Science & Mathematics	9																
Social Science	9																
II.B.2 Requirements of Rule 390.1123 (20 hours of theoretical and practical knowledge, including six semester hours of directed teaching);	Requirement met	The Professional Studies course requirements totals 36 semester hours EDU 4728 Directed Teaching (elementary) is 8 semester hours. Directed teaching is a twelve-week, full-time assignment.															

Requirements	Status	Comments/Suggestions	Activities/Goals for Final Approval
<p>II.B.3 A major of not less than 30 semester hours or a group major of 36 semester hours, and a planned program of 20 semester hours in other fields deemed appropriate to elementary education;</p> <p>or</p> <p>three minors of not less than 20 semester hours each, two of which shall be in substantive fields which may include a group minor of 24 semester hours and one of which may be a planned program of 20 semester hours in a combination of methods and content appropriate to elementary education. (See Rule 390.1126.); and</p>	<p>Requirement met</p>	<p>Elementary candidates select from one of the following majors:</p> <ul style="list-style-type: none"> • English Education (43 semester hours) (pre-approved) • Integrated Science Education (44 semester hours) (pre-approved) • History Education (45 semester hours) (pre-approved) • Language Arts Education (36 semester hours) (pre-approved) • Math Education (36 semester hours) (UNDER REVIEW) • Social Studies (39 semester hours) (PRE-APPROVED) <p>All elementary candidates complete the Elementary Education minor (27 semester hours).</p>	

Requirements	Status	Comments/Suggestions	Activities/Goals for Final Approval														
II.B.4 Six semester hours in the teaching of reading, including developmental reading, management of reading instruction, and reading in the content-areas.	Requirement met	The Elementary curriculum minor includes: RDG 3324 Foundations of Language Arts (4 semester hours) RDG 4313 Content Reading and Assessment (3 semester hours)															
II.C (Rule 390.1127) Programs for State Secondary Provisional Certificates ensure that candidates complete:																	
II.C.1 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.);	Requirement met	Rochester College's General Education core totals 51 semester hours. These core requirements are as follows: <table data-bbox="1144 922 1621 1239"> <thead> <tr> <th></th> <th style="text-align: right;">Semester Hours</th> </tr> </thead> <tbody> <tr> <td>Christian Values</td> <td style="text-align: right;">16</td> </tr> <tr> <td>Communication</td> <td style="text-align: right;">9</td> </tr> <tr> <td>Humanities</td> <td style="text-align: right;">6</td> </tr> <tr> <td>Physical Education</td> <td style="text-align: right;">2</td> </tr> <tr> <td>Science & Mathematics</td> <td style="text-align: right;">9</td> </tr> <tr> <td>Social Science</td> <td style="text-align: right;">9</td> </tr> </tbody> </table>		Semester Hours	Christian Values	16	Communication	9	Humanities	6	Physical Education	2	Science & Mathematics	9	Social Science	9	
	Semester Hours																
Christian Values	16																
Communication	9																
Humanities	6																
Physical Education	2																
Science & Mathematics	9																
Social Science	9																

Requirements	Status	Comments/Suggestions	Activities/Goals for Final Approval
II.C.2 Requirements of Rule 390.1123 (20 semester hours of theoretical and practical knowledge, including six semester hours of directed teaching);	Requirement met	<p>The Professional Studies core course requirements total 36 semester hours.</p> <p>EDU 4828 Directed Teaching (secondary) is 8 semester hours. Directed teaching is a twelve week, full-time assignment.</p>	
II.C.3.a A major of not less than 30 semester hours or a group major of 36 semester hours;	Requirement met	<p>Secondary candidates select from one of the following majors:</p> <ul style="list-style-type: none"> • Biology (39 semester hours) (PRE-APPROVED) • English Education (43 semester hours) (pre-approved) • History Education (45 semester hours) (pre-approved) • Math Education (37 semester hours) (under review) • K-12 Music Education (76 semester hours) (under development) 	

Requirements	Status	Comments/Suggestions	Activities/Goals for Final Approval
II.C.3.b A minor of 20 semester hours or a group minor of 24 semester hours; and	Requirement met	Secondary candidates select one of the following minors: <ul style="list-style-type: none"> • Biology Education (27 semester hours) (PRE-APPROVED) • English Education (22-27 semester hours) (pre-approved) • History Education (22-27 semester hours) (pre-approved) • Mathematics Education (22-27 semester hours) (under review) 	
II.C.3.c Three semester hours in the teaching of reading (including studies in reading in the content-areas).	Requirement met	The Professional Studies core reading requirement for secondary candidates is RDG 3403 Literacy in the Secondary Schools (3 semester hours).	
II.D Credit to obtain one major/minor is not used to obtain another major/minor, except in permissible areas such as special education and bilingual education. (See Rule 390.1128, which applies to already certificated persons.)	Requirement met	There is no double counting of semester hours in any combination of education majors and minors.	
II.E Programs that prepare candidates for K-12 endorsements have appropriate components. (Specify.)	Requirement met	There are currently no programs offering K-12 endorsements.	

Requirements	Status	Comments/Suggestions	Activities/Goals for Final Approval
<p>II.F Appropriate program standards have been used to guide the program. See <i>Michigan Teaching Certificate Endorsement Program Standards to be Used by Michigan Teacher Preparation Institutions for Specialty Program Approval</i> at:</p> <p>http://www.michigan.gov/documents/Standards_to_use_for_Approval_of_Each_Specialty_Program_11_109415_7.04C44693_A74354.doc</p> <p>Sets of specialty program standards are available on the web in matrix format. See:</p> <p>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>	<p>Requirement met</p>	<p>All applications and reports submitted to THE Michigan Department of Education (MDE) have used Michigan State Board of Education (SBE) approved standards and guidelines.</p>	

Requirements	Status	Comments/Suggestions	Activities/Goals for Final Approval
<p>II.G Group areas leading to an X code endorsement must include a fair balance of the various areas subsumed in that field.</p> <p>AX Communication Arts BX Language Arts DX Science EX Mathematics GX Business Education HX Agricultural Education IX Industrial Technology JX Music Education LX Art Education MX Health, Physical Education, Recreation (and Dance) OX Fine Arts PX Humanities RX Social Studies TX Technology and Design</p>	<p>Requirement met</p>	<p>The SBE approved standards and guidelines for Language Arts and Integrated Science were followed.</p>	
<p>II.H Files of certification candidates contain appropriate documentation, including transcripts, letters of recommendation, Michigan Test for Teacher Certification scores, and criminal records check.</p>	<p>Requirement met</p>	<p>The certification officer maintains student files. Files contain official transcripts, letters of recommendation, MTTC test results, and criminal checks.</p>	

Requirements	Status	Comments/Suggestions	Activities/Goals for Final Approval
III. Field Experiences			
III.A 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).]	Requirement met	All candidates complete a twelve-week, full-time directed teaching experience, resulting in 8 semester hours of course credit. EDU 4721/4821 Directed Teaching Seminar (1 semester hour) is taken during the same semester.	

Summary of Findings from the Committee of Scholars

The Committee of Scholars (COS) was appointed by the Michigan State Board of Education to evaluate the proposal from Rochester College to offer elementary and secondary teacher preparation programs at their Rochester campus. The COS has determined that the program design is sound, and that it has been successfully implemented under the mentorship provided by Madonna University.

The COS is recommending that the State Board of Education grant probationary approval to Rochester College. This will allow the institution to operate independently from Madonna University, TO INSTITUTE SOME OF ITS OWN POLICIES, and to recommend candidates directly to the Michigan Department of Education for teacher certification. The same COS will review the application for final approval, when the institution is ready for that last step in the approval process.

Summary Information Regarding Specialty Programs to be Offered to Teacher Candidates at Rochester College

Code	Specialty Program	Standards Met	Program Options and Semester Hours (SH)	Comments
BX	Language Arts	SBE 7-2000	<ul style="list-style-type: none"> • Elementary Major, 36 SH 	Reviewed and recommended for approval October 31, 2003
BA	English	SBE 4-2000	<ul style="list-style-type: none"> • Elementary Major, 43 SH • Secondary Major, 43 SH • Secondary Minor, 24 SH 	Reviewed and recommended for approval October 31, 2003
RX	Social Studies	SBE 4-1999	<ul style="list-style-type: none"> • Elementary Major, 39 SH • Elementary Additional Endorsement, 30 SH 	Reviewed and recommended for approval April 7, 2005
CC	History	SBE 12-2001	<ul style="list-style-type: none"> • Elementary Major, 42 SH • Secondary Major, 42 SH • Secondary Minor, 27 SH • Secondary Additional Endorsement, 27 SH 	Reviewed and recommended for approval April 7, 2005
DI	Integrated Science	SBE 8-2002	<ul style="list-style-type: none"> • Elementary Major, 44 SH 	Reviewed and recommended for approval October 17, 2003
DA	Biology	SBE 8-2002	<ul style="list-style-type: none"> • Secondary Major, 39 SH • Secondary Minor, 22 SH • Secondary Additional Endorsement, 22 SH 	Reviewed and recommended for approval May 27, 2005
EX	Mathematics	SBE 4-2000	<ul style="list-style-type: none"> • Elementary Major, 36 SH • Elementary Additional Endorsement, 24 SH • Secondary Major, 37 SH • Secondary Minor, 24 SH • Secondary Additional Endorsement, 24 SH 	Waiting for MDE review
JQ	Music Education	SBE 5-2004	Comprehensive Secondary Group Major, 50 SH	Program is in development in compliance with new SBE standards approved in November 2004.

Dr. Robert Q. Kimball
Dean
College of education

36600 Schoolcraft Road
Livonia, Michigan 48150-1173
(734) 4532-5781/FAX 432-5393

EMAIL: rbenedict@madonna.edu

Thursday, October 13, 2005

Dear Ms. Wittick,

I am writing this letter to support Rochester College's application for probationary approval as a teacher preparation institution. I would ask that you include this letter with the materials forwarded to the Michigan Board of Education.

I have worked closely with Rochester College during the preliminary phase of their application process as the Dean of the College of Education. I have seen Rochester's faculty carefully define a conceptual framework and develop a program that meets State standards and administrative rules. As the Dean of the mentoring institution, I have watched carefully to make sure their students were well prepared to serve the children of this state. I am confident that they have the faculty and institutional resources and commitment to be an exceptional institution.

As you are aware, I have a long history of working with emerging teacher education programs. I have served on four Committees of Scholars over the last twenty years. These include Concordia College, Cornerstone College, Lake Superior State University and St. Mary's College of Orchard Lake. I am, therefore, uniquely qualified to judge the current status of Rochester's program. I am pleased to state that I support Rochester without reservation. Rochester is a dynamic college, dedicated to strong values and high quality.

I am planning to attend the November meeting of the Michigan Board of Education to support Rochester College and offer supporting testimony if appropriate.

Sincerely,



Dr. Robert Q. Kimball