



STATE OF MICHIGAN
DEPARTMENT OF EDUCATION
LANSING

RICK SNYDER
GOVERNOR

MICHAEL P. FLANAGAN
SUPERINTENDENT OF
PUBLIC INSTRUCTION

September 26, 2011

MEMORANDUM

TO: State Board of Education

FROM: Michael P. Flanagan, Chairman 

SUBJECT: Presentation on the Probationary Approval of Baker College as a Teacher Preparation Institution

In June 2001, Baker College entered into a collaborative agreement with Madonna University (Madonna) to prepare teachers based on Madonna's approved program. In September 2001, the State Board of Education (SBE) granted preliminary approval to Baker College, which permitted the institution to proceed in the development of a teacher preparation program. Under terms of the agreement with Madonna, Baker College offered courses taught by Baker College faculty under the oversight of an Education Advisory Committee that included Madonna faculty. As an approved teacher preparation institution, Madonna has been recommending Baker College teacher candidates for certification. Since 2001, Baker College program oversight and development has gradually transferred from Madonna to Baker College with Madonna continuing in a mentorship role. Baker College has also worked with Michigan Department of Education (MDE) staff to ensure that appropriate standards, rules, and guidelines have been followed.

In September 2003, Baker College submitted an application for probationary approval to the MDE. The application is accessible at:

<https://www.baker.edu/departments/teacherprep/main.cfm>

In accordance with SBE procedures, a Committee of Scholars (COS) was appointed during October 2003 to review Baker College's application for probationary approval and to make a recommendation regarding probationary approval as a teacher preparation institution (Attachment A).

The COS reviewed the Baker College's application from October 2003 through May 2006. Based on the review the COS requested additional information, documentation, and evidence from Baker College in support of its application. From September 2007 through October 2010, Baker College provided an extensive response to the COS' review.

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Three members of the COS resigned during the response period of 2007 to 2010, and three new members were appointed and approved by the SBE. From September 2010 through March 2011, the COS reviewed the initial application and Baker College's response to requested information and documentation. In January 2011, the COS decided they were ready for an on-site visit to determine the final status and recommendation of the program application.

The COS visited Baker College in February 2011 and prepared a report of findings regarding Michigan's standards and requirements for an institution of higher education to be approved as a Michigan teacher preparation institution. The COS unanimously agreed Baker College was ready for a recommendation of probationary approval as a Michigan teacher preparation institution (Attachment B). The full COS report is presented as Attachment C.

Once the education unit is approved, Baker College will be eligible for MDE approval of ten specialty area programs as majors and/or minors for the elementary and/or secondary certification. The Michigan Test for Teacher Certification (MTTC) performance of teacher candidates in the ten specialty programs has an average of 84.6 passing percentage for teacher candidates over a three-year reporting period ending August 2010. Descriptions of the specialty programs the MDE will approve are available at:

<https://www.baker.edu/departments/teacherprep/specialty/>

As the mentor institution, Madonna also recommends that Baker College is ready for probationary approval (Attachment D).

It is the intent to return to the SBE in November for the probationary approval of Baker College.

Michigan State Board of Education

**Committee of Scholars
Baker College**

Mr. David Hales, Consultant
Social Studies
Wayne County Regional Education School Association

Dr. Joseph Lubig, Associate Professor
School of Education
Northern Michigan University

Dr. James Rooks, Dean
Teacher Education
Calvin College

Dr. Jo-Ann Snyder, Director
Field Experiences
College of Education
Wayne State University

Dr. Carmen Zeigler
Elementary Principal (retired)
Adjunct Faculty
Oakland University



Baker College currently has preliminary approval from the State Board of Education (SBE) to offer a teacher preparation program under the guidance of its mentor institution, Madonna University which has full approval for its teacher preparation program from the SBE.

Baker College began preparation to receive probationary approval in 2005. A Committee of Scholars (COS) was convened in June 2005 to review the application. Over the summer the COS met and shared with Baker College questions, comments, and concerns regarding their initial review.

In 2010, Baker College submitted revised program materials to the Michigan Department of Education (MDE) and another COS was convened to review these materials. It is important to note only two were members of the original COS; Dr. Jo-Ann Snyder, Wayne State University; and Dr. Carmen Zeigler, Retired Elementary Principal and Adjunct Faculty at Oakland University. Other members of the COS included Mr. David Hales, Wayne County RESA; Dr. Jim Rooks, Calvin College; and Dr. Joe Lubig, Northern Michigan University. The COS has reviewed the materials submitted, completed an on-site visit, and consulted with Baker College.

Based on this review and the attached supporting documents, the COS is recommending that the SBE grant probationary approval to Baker College. This will allow Baker College to operate independently and recommend candidates directly to the MDE for teacher certification. The next step for Baker College will be to apply for full approval.

Committee of Scholars Report

On the Application for Probationary Approval from

Baker College

June, 2011

Introduction

Baker College is a mission driven, private, not-for-profit college system with its headquarters located in Flint, Michigan. Baker College's basic mission is to educate and train graduates for rewarding careers with a high current demand. Baker College offers a wide array of programs and confers from the certificate level all the way through the doctor of business administration. Baker College currently enrolls in excess of 43,000 students. Although Baker College offers masters and doctoral degrees, the majority of Baker College's 43,000 students are studying in pursuit of an associate degree. In general, approximately 85 percent of student enrollment is classified as sophomore or lower.

The Baker College system is comprised of nine separate campuses which are located in Allen Park, Auburn Hills, Cadillac, Clinton Township, Flint, Jackson, Muskegon, Owosso, and Port Huron and operates branches in Cass City, West Branch, Coldwater, and Fremont. The campuses extend 200 miles across Michigan from east to west, and 160 miles north to south. Also located on the Flint Campus are Baker College Online and the Baker College Center for Graduate Studies. These two divisions of Baker College enroll approximately 50 percent of their students from outside the state. Additionally, Baker College Online and Center for Graduate Studies extend the reach of Baker College internationally with students in over 21 countries, as well as active military personnel serving around the world, who take advantage of Baker College's online programs.

The roots of Baker College trace to 1911 in Flint, Michigan where Eldon Baker founded Baker Business University in response to the need for trained clerks in the rapidly emerging auto industry. Despite a relative small size in its formative years, the school developed a reputation for well trained, hardworking graduates. Just as today, graduates were immediately productive in the workplace. Baker College's reputation for delivering practical, high-quality programs has established a reputation it still covets today.

In 1888, Muskegon Business College was founded by Woodbridge Ferris, who later became governor of Michigan and a U.S. senator. Like Baker Business University, Muskegon Business College primarily trained people to support a booming industry. The business in west Michigan was lumbering but the same principles of providing practical, career-orientated training grounded its core ideals and curriculum.

Baker Business University and Muskegon Business College both experienced a long history of proprietary ownership but always kept their focus on preparing well qualified graduates for employment. In 1969, Muskegon Business College received its not-for-profit status from the Internal Revenue Service. Baker College – known then as Baker Junior College – received its not-for-profit status in 1977. The two colleges, which had a combined enrollment of 4,000 students at the time, were merged to form the Baker College System in 1986. That merger laid the

groundwork for the future expansion of locations and programs which would make Baker College one of the largest private, not-for-profit post-secondary systems in the country. In spite of its not-for-profit status, Baker College fiercely maintains the entrepreneurial spirit instilled by its founders.

Mission and purpose

The mission of Baker College is to provide quality higher education and training which enable graduates to be successful throughout challenging and rewarding careers.

To provide focus to the mission, the following purposes have been adopted:

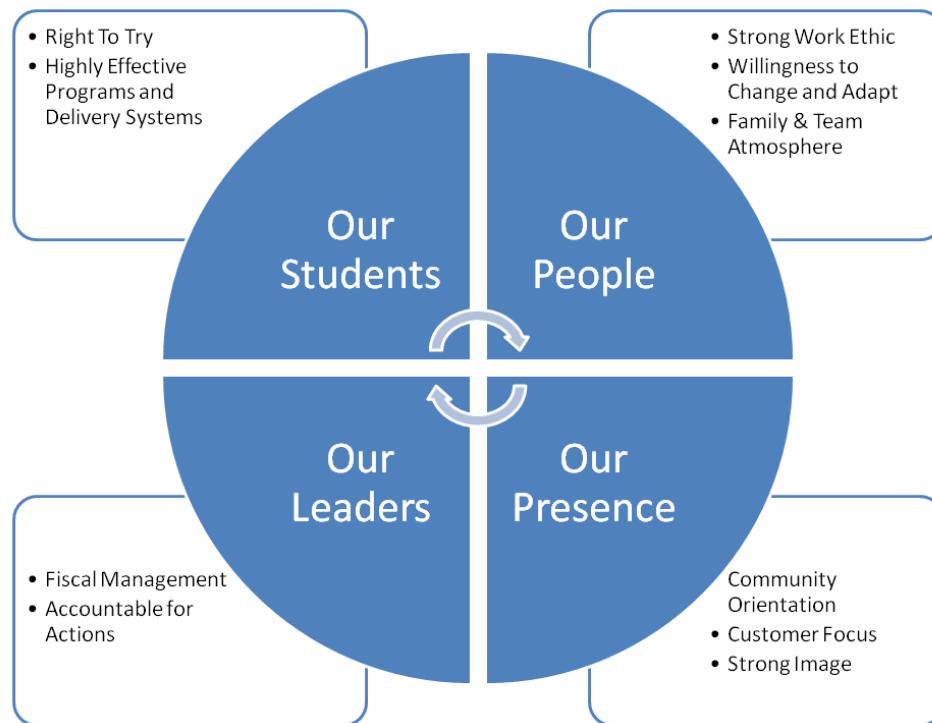
- To prepare students for competency in Business, Health, Human Services, and Technical careers in today's global economy.
- To provide general education which expands students' horizons, develops strong communication skills, and encourages critical thinking.
- To provide students with practical experience and training in a chosen field of study.
- To encourage social and classroom related activities which promote both personal and professional growth.
- To enhance students' success through continuous assessment and improvement of teaching, learning, and institutional effectiveness.
- To assist graduates throughout their careers in securing employment and improving career opportunities.
- To encourage graduates to continue their education and to lead effectively through service in a world without boundaries.
- To offer graduate programs which provide students with advanced study, research, scholarly activity, and the opportunities for professional development.

The purpose statements adopted by Baker College provide specific parameters within which they operate as well as statements of aspiration directing institution and unit efforts. The mission and purposes are the key drivers of overall operations and keep the unit focused on primary goals. In addition, Baker College has also adopted Ten Guiding Principles.

Values

The Ten Guiding Principles of Baker College were collectively developed and articulated in 1996 during the process of writing the 1997–2007 Strategic Plan for the Baker College System. In essence, the Ten Guiding Principles encompass the values and management philosophy of Baker College. Strict adherence to the Guiding Principles serves as a powerful tool through which Baker College continues to flourish and, most importantly, by which their graduates are prepared for success throughout challenging and rewarding careers. Further, a vision statement has been developed for each Guiding Principle, which is viewed as a compact with students, faculty, staff, employers, and all other stakeholders expressing a commitment to provide a superior experience to all students.

Figure 1



While no single principle supersedes all others, some are more apparent to those outside the institution than others. Baker College is a “right to try” college and maintain an open admissions policy, with the belief every individual should have an opportunity to seek out post-secondary education that allows them to pursue their life goals. Baker College describes its culture as a fiscal conservatism that has allowed for continued growth and prosperity in spite of increased competition and severe economic struggles in the communities it serves. While remaining accountable to the mission, the institution claims to embrace change and believe maintaining relevancy means adapting to the changing workplace that students are entering. Finally, Baker College has a strong value for employees and maintaining a family atmosphere evident in policies and practices.

Teacher Preparation Program

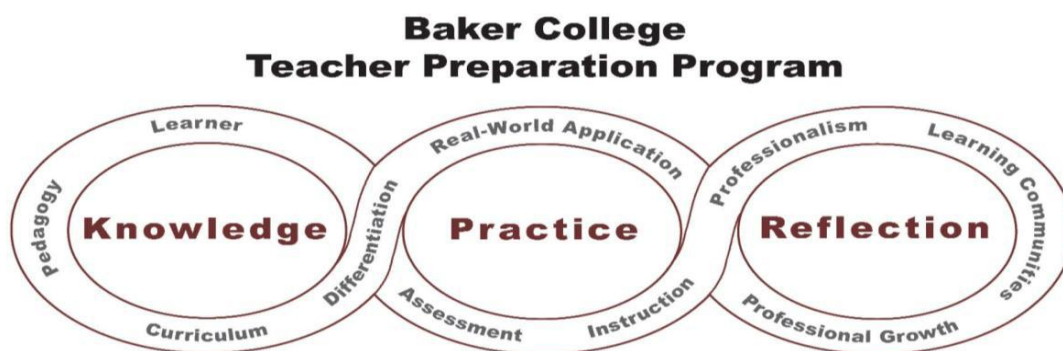
On September 5, 2001, the State Board of Education (SBE) granted preliminary approval to Baker College for the purpose of developing an initial elementary and secondary teacher preparation program on the Auburn Hills, Clinton Township, Flint, Jackson, Muskegon, and Owosso campuses. Programs at the Cadillac and Port Huron campuses were added later. Madonna University (Madonna) agreed to serve as the mentoring institution for Baker College throughout the approval process. Madonna, located in Livonia, is accredited by the National Council for

Accreditation of Teacher Education and has full SBE approval for its Teacher Preparation Program.

Baker College's system headquarters located in Flint, houses the staff responsible for coordinating the program across campuses and ensuring that agreed-upon policies and procedures are followed. The system level-staff consists of Dr. Chris Schram, System Associate Vice President for Academics; Peni Aldrich, System Director for Education and Human Service Programs; and A'Kena LongBenton, Teacher Certification Officer. Dr. Schram was originally charged with the overall responsibility for developing, implementing, coordinating, and evaluating the operations of the Teacher Preparation Program according to Baker College and State of Michigan standards and guidelines. Dr. Schram continues to oversee the Program through the approval process.

Each campus has a Dean of Education and Human Service and a site (field placement) coordinator, as well as full- and part-time faculty. The System Unit Director coordinates the program across all campuses. Decisions affecting the program are made at quarterly meetings of both system and campus staff, with the ultimate authority resting with the system staff. Should situations regarding the program arise between quarterly meetings that require a decision, both the system and campus staff will meet (either face-to-face, by WebEx or by email) as needed.

The professional education sequence exemplifies Baker College and the Teacher Preparation Program missions, and features course outcomes based on the Professional Standards for Michigan Teachers (PSMT). The mission of Baker College is aligned to the Teacher Preparation Program mission: *to support emerging teachers in developing their professional identities as they integrate knowledge, practice, and reflection*. Baker College accomplishes the mission through high quality professional education programs derived from a conceptual framework(s) which is knowledge-based, articulated, shared, coherent, consistent with the institutional mission, and continuously evaluated. Baker College's conceptual framework is based on the emerging teacher developing in three inter-related dimensions: knowledge, practice and reflection.



As candidates develop their professional identities through the coursework and field experiences, the integrated nature of the three dimensions becomes clear. Candidates develop knowledge which they apply in a variety of settings, then reflect on the experience, generating additional questions and issues to be explored for continued knowledge. Key elements are integrated across the dimensions: learner, pedagogy, curriculum, differentiation, real-world application, instruction, assessment, professionalism, learning communities, and professional growth. Baker College claims to continually emphasize integration of knowledge, practice and reflection.

The development of the conceptual framework came from multiple discussions about what the Unit values and how it fits with the college's mission and purposes. Faculty, site coordinators, college supervisors, certification personnel and deans participated in this process that evolved over a number of months. Beginning with a broad cross-section of program staff from all campuses, we brainstormed beliefs, values, and constructs that are the underpinnings of our professional practice. The process not only included group discussion, but also research and current practices in teacher education. Subgroups reconvened to refine and clarify dimensions and elements, generating an initial list of program outcomes. Reflection on draft program outcomes further informed the discussion of the mission capturing the dimensions and elements within the graphic. As the mission and conceptual framework solidified, the unit then mapped the program outcomes to the current course student learning outcomes. Courses were then revised to match the framework as needed. Program assessments were also revised to match the program outcomes and conceptual framework. The conceptual framework highlights integrating knowledge, practice, and reflection. The educational experiences in the program align with this ideal. With 110 hours of fieldwork prior to a 26-week student teaching experience, fieldwork is a central focus of the professional education sequence at Baker College. Candidates must complete field experiences in diverse settings in five courses prior to student teaching. The student teaching experience is one of the most significant aspects of the Baker College Teacher Preparation Program. With extensive fieldwork experiences, Baker College has developed collaborative relationships with school districts across the state of Michigan.

Through a cooperative effort with Baker College and the community, Baker College believes in the development and implementation of relevant curricula. With this purpose in mind, goals have been established for Advisory Boards which are convened on each campus for each program. In addition to the relationships developed with individuals in field experience placements, Baker College is committed to involving a variety of community individuals to be members of the Teacher Preparation Program Advisory Boards providing program input and feedback on a regular basis.

Baker College's mission focuses on the real world, and the preparation of graduates for rewarding and meaningful careers. The faculty at Baker College claim to understand candidates and model for them in the same way the institution expects candidates will understand and model for their K-12 students. This means faculty and program staff also integrate knowledge, practice, and reflection in all aspects of their interactions with candidates. One of Baker College's guiding principles is highly effective programs and delivery systems. Baker College has philosophical principles and practices supporting the preparation of candidates for teaching and learning in the 21st century. One of the courses, Integrating Technology into 21st Century Learning, is designed to prepare candidates to select, evaluate, and use appropriate media to achieve stated learning objectives. This course provides hands-on experience in preparing and using leading edge technology for effective classroom learning.

Baker College began offering classes in the teacher preparation program in fall 2002. In 2005, Baker College submitted an online application for probationary approval. The COS made an initial request for additional information on September 28, 2005. Updates and continual comments from both parties were provided February, June, and August of 2006, January 2007, April 2009, July 2010, August 2010, and October 2010. After reviewing all updates and revisions of the application, the COS conducted a site visit to Baker College, Flint Campus on February 3, 2011. The COS conducted interviews with administration from all campuses, faculty, community representatives, current candidates, and graduates of the program. At the conclusion of the visit, the COS agreed to recommend Baker College to the SBE for probationary approval as a Michigan teacher preparation institution.

Currently, Baker College offers elementary and secondary programs. Baker College candidates may seek an elementary certification in a planned program. One option would allow candidates to select language arts, mathematics, and social studies as a major. In addition, they could seek early childhood education as an endorsement or history as a minor. Option two provides elementary candidates a planned program with a comprehensive major and early childhood-general & special education concentration. Candidates seeking secondary certification may select English, mathematics, and social studies as a major and biology, chemistry and history as a minor. With probationary approval, Baker College will recommend their own candidates for certification while they continue to strengthen and enhance their program offerings.

Upon receipt of probationary approval, Baker College will complete all stipulations prior to making application for full approval, as well as:

1. Meet all state code and SBE policy requirements
2. Meet all state requirements for the unit

3. Utilize a variety of assessment instruments to evaluate competence of professional education candidates prior to graduation and/or recommendation for licensure
4. Utilize assessment data for continuous program improvement
5. Adhere to appropriate sections from the program evaluation process

After probationary approval, Baker College will begin the process to attain national accreditation.

**Committee of Scholars Report
on the Application for Probationary Approval from
Baker 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](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	Status	Comments	Activities/Goals for Final Approval
I.A.1.a The framework(s) is defined and makes explicit the professional commitments, dispositions, and values that support it, including the commitment to acquire and use professional knowledge on behalf of students;	Met		
I.A.1.b The framework(s) includes a philosophy and purposes, contains assessment statements of desired results for candidates, and provides an associated rationale for coursework, field experiences, and program evaluation;	Met		
I.A.1.c The framework(s) reflects multicultural and global perspectives that permeate all programs; and	Met		

Indicators	Status	Comments	Activities/Goals for Final Approval
I.A.1.d The framework(s) and knowledge bases that support each professional education program rest on established and contemporary research, the wisdom of practice, and emerging education policies and practices.	Met		

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

Indicators	Status	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	Met	Baker College has provided a helpful document that demonstrates how the Conceptual Framework functions from a systematic perspective: https://www.baker.edu/departments/teacherprep/specialty/courses/addnl_materials/Baker%20College%20Teacher%20Preparation%20Program%20Outcomes.pdf	
I.A.2.b Field experiences are an integrated part of the professional education curriculum and are consistent with the conceptual frameworks(s).	Met	Baker College has significant field experience opportunities, and candidates feel very ready to start in a classroom given the amount of time they spend in field experience.	

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	Status	Comments	Activities/Goals for Final Approval
I.A.3 The unit engages in regular and systematic evaluations, including, but not limited to, information obtained through student assessment and collection of data from students, recent graduates, and other members of the professional community. The unit uses these results to foster student achievement through the modification and improvement of the conceptual framework(s) and programs.	Met		

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	Status	Comments	Activities/Goals for Final Approval
I.B.1 The general studies include the arts, communications, history, literature, mathematics, philosophy, sciences, and the social sciences.	Met	The COS found while Baker College meets the requirements, it is encouraged to have teacher candidates have a stronger balance in Liberal/General Studies. Currently Baker College requires the following of all candidates candidates: 24 quarter (16 semester) hours in communication competence; 12 quarter (8 semester) hours in scientific inquiry and computer literacy; 8 quarter (5.33 semester) hours in mathematical reasoning; 16 quarter (10.67 semester) hours in	

		personal and social environments; and	
I.B.2 The general studies incorporate multicultural and global perspectives.	Met	Baker College requires 8 semester hours in global and cultural perspectives.	

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

Indicators	Status	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.	Met	Appropriate courses/experiences provided see the following for additional information: https://www.baker.edu/departments/teacherprep/formx/	
I.C.2 The guidelines and standards of specialty organizations are used in developing programs in each content area.	Met	Baker College currently has submitted program applications for approval for specialty content areas against the most recently approved SBE content standards. The COS found Baker College did an excellent job of updating programs to reflect current practices and changes in standards.	

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	Status	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;	Met	Appropriate courses provided, to show alignment to current standards, Baker provided a document demonstrating alignment to PSMT: https://www.baker.edu/departments/teacherprep/assessment/04.pdf	
I.D.1.b The impact of technological and societal changes on schools;	Met	Appropriate courses provided	
I.D.1.c Theories of human development and learning;	Met	Appropriate courses provided	
I.D.1.d Inquiry and research;	Met	Appropriate courses provided	
I.D.1.e School law and educational policy;	Met	Appropriate course provided	
I.D.1.f Professional ethics; and	Met	Appropriate courses provided	
I.D.1.g The responsibilities, structure, and activities of the profession.	Met	Appropriate courses provided	

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	Status	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;	Met	The COS found the PSMT document helpful in explaining how current standards and guidelines are being met: https://www.baker.edu/departments/teacherprep/assessment/04.pdf	
I.D.2.b Different student approaches to learning for creating instructional opportunities adapted to learners from diverse cultural backgrounds and with exceptionalities;	Met	Appropriate courses and practical experiences provided	

Indicators	Status	Comments	Activities/Goals for Final Approval
I.D.2.c Variety of instructional strategies for developing critical thinking, problem solving, and performance skills;	Met	Appropriate courses provided	
I.D.2.d Individual and group motivation for encouraging positive social interaction, active engagement in learning, and self-motivation;	Met	Appropriate courses provided	
I.D.2.e Effective verbal, nonverbal, and media communications for fostering active inquiry, collaboration, and supportive interactions in the classroom;	Met	Appropriate courses provided	
I.D.2.f Planning and management of instruction based on knowledge of the content-area, the community, and curriculum goals;	Met	Appropriate courses provided	
I.D.2.g Formal and informal assessment strategies for evaluation and ensuring the continuous intellectual, social, and physical development of the learner;	Met	Appropriate courses provided	
I.D.2.h Collaboration with school colleagues, parents, and agencies in the larger community for supporting students' learning and well-being;	Met	Appropriate experiences provided and represents institutional strength	
I.D.2.i Effective interactions with parents for supporting students' learning and well-being;	Met	Appropriate experiences provided	
I.D.2.j The opportunity for candidates to reflect on their teaching and its effects on student growth and learning; and	Met	Appropriate courses provided	

Indicators	Status	Comments	Activities/Goals for Final Approval
I.D.2.k Educational technology, including the use of computers and other technologies in instruction, assessment, and professional productivity.	Met	Appropriate courses provided, for specific details, Baker College provided documentation in the PSMT document in the seventh standard section at: https://www.baker.edu/departments/teacherprep/assessment/04.pdf	

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	Status	Comments	Activities/Goals for Final Approval
I.E.1 Candidates learn to integrate their content, professional, and pedagogical knowledge and skills to create learning experiences that make the central concepts, tools of inquiry, and structure of the content-area meaningful for all students.	Met	Candidates demonstrate integration in their assessment classes.	
I.E.2 The learning experiences created by teacher candidates build on students' prior experiences, exceptionalities, and cultural backgrounds based on membership in ethnic, racial, gender, language, socioeconomic, community, and family groups, to help all students achieve high levels of learning.	Met		

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**

Indicators	Status	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.	N/A	No advanced programs offered	
I.F.2 The guidelines and standards of the specialty organizations are used in developing each advanced program.	N/A	No advanced programs offered	
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.	N/A	No advanced programs offered	

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**

Indicators	Status	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.	Met	The COS found evidence of the Conceptual Framework's utilization during the site visit and in the syllabi provided for the education courses.	
I.G.2 Instruction encourages the candidate's development of reflection, critical thinking, problem solving, and professional dispositions.	Met		

Indicators	Status	Comments	Activities/Goals for Final Approval
I.G.3 Teaching reflects knowledge about, and experiences with, cultural diversity and exceptionalities.	Met		
I.G.4 Instruction is continuously evaluated and the results are used to improve teaching within the unit.	Met		

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: Outstanding institutional area of strength.

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

Indicators	Status	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;	Met		
I.H.1.b Create meaningful learning experiences for all students; and	Met	Experiences are very extensive throughout the program!	
I.H.1.c Study and practice in a variety of communities with students of different ages and with culturally diverse and exceptional populations.	Met	Extensive Experiences! During the site visit, candidates commented on the extensive clinical and practical field experiences prior to student teaching.	
I.H.2 Field experiences encourage reflection by candidates and include feedback from higher education faculty, school faculty, and peers.	Met	Excellent Plan! Reflective practices throughout.	

Indicators	Status	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.)	Met		

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

COMMENT: Baker College maintains an extensive community base of collaborative relationships and the college's outreach efforts are a strength.

Indicators	Status	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.	Met	Baker College as an institution has several campuses that work with some full time but most adjunct/part time faculty. The COS found this to be met, however challenge Baker College to continue to develop systems that allow for all faculty to be a part of the curriculum development process.	-Provide update to infrastructure and system wide systems in place to seek opportunities for all faculty to participate in feedback.

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

Indicators	Status	Comments	Activities/Goals for Final Approval
I.I.2.a Student teaching, internships, and other field experiences are collaboratively designed and implemented; and	Met		
I.I.2.b Candidates are supported in their achievement of the desired learning goals.	Met		
I.I.3 Collaborative relationships, programs, and projects are developed with PK-12 schools, their faculties, and appropriate others to develop and refine knowledge bases, to conduct research, and to improve the quality of education.	Met		

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	Status	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;	Met		

Indicators	Status	Comments	Activities/Goals for Final Approval
II.A.1.b The criteria for admission to advanced programs include an assessment of academic proficiency (e.g., the Miller Analogies Test, Graduate Records Examination, and Grade Point Average), faculty recommendations, record of competence and effectiveness in professional work, and graduation from a regionally accredited college/university; and	N/A	No advanced programs offered.	
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.	N/A		
II.A.2 Incentives and affirmative procedures attract candidates with high academic and other qualifications.	Met		
II.A.3 Admission decisions are monitored by the unit to ensure that the admissions criteria are applied.	Met		

STANDARD II.B Composition of Candidates (Initial & Advanced). The unit recruits, admits, and retains a diverse student body. **STANDARD MET**

Indicators	Status	Comments	Activities/Goals for Final Approval
II.B.1 The unit has and implements an explicit plan with adequate resources to recruit, admit, and retain a diverse student body.	Met		
II.B.2 The unit's efforts and success in meeting goals for recruiting candidates from culturally diverse backgrounds are evaluated annually, and appropriate steps are taken to strengthen its plan for the future.	Met	For information on recruitment and retention efforts see: https://www.baker.edu/departments/teacherprep/unitapproval/DiversityPlan.pdf	
II.B.3 The student body is culturally diverse.	Met		Continue implementation of efforts to retain and recruit diverse student population at all campuses.
II.B.4 The student body includes males and females from two or more of the following groups: White, not Hispanic; Black, not Hispanic; Hispanic; Asian or Pacific Islander; Native American; or Other.	Met	All campuses have between six percent and 26 percent underrepresented student population, except for Cadillac campus which has none.	The COS recommends Baker continue to implement a plan to recruit and retain a diverse student population especially at the Cadillac campus.

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

Indicators	Status	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.	Met	Baker utilizes 15 student learning outcomes throughout the program that align to the PSMT and assess candidate proficiency.	
II.C.2 Assessment of candidate's progress is based on multiple data sources that include grade point average (GPA), observations, the use of various instructional strategies and technologies, faculty recommendations, demonstrated competence in academic and professional work (e.g., portfolios, performance assessments, and research and concept papers), and recommendations from the appropriate professionals in schools.	Met		
II.C.3 Assessment data are systematically used to assist candidates who are not making satisfactory progress.	Met	There is a comprehensive, collaborative process for monitoring and supporting candidate progress.	
II.C.4 The ability of the candidates to create meaningful learning experiences that are based on their general, content, professional, and pedagogical knowledge is assessed.	Met	Meaningful, real world experiences are built into every Baker College course requirement.	

Indicators	Status	Comments	Activities/Goals for Final Approval
II.C.5 Criteria consistent with the conceptual framework(s) of programs used to determine eligibility of student teaching and other professional internships.	Met		
II.C.6 Through publications and faculty advising, the candidates are provided with clear information about policies and requirements.	Met		

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	Status	Comments	Activities/Goals for Final Approval
II.D.1 The unit establishes and publishes a set of criteria/outcomes for exit from each professional education program.	Met		
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.	Met	Baker College exhibited extensive use of all these assessment methods and strategies.	

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**

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	Status	Comments	Activities/Goals for Final Approval
III.A.1.a Higher education faculty have an earned doctorate (or its equivalent) or have exceptional expertise in their field to qualify them for their assignments;	Met		The COS recommend Baker College continue to develop systems to incorporate faculty that have an earned doctorate.
III.A.1.b Higher education faculty are knowledgeable about current practice related to the use of computers and technology and integrate them in their teaching and scholarship;	Met	Baker College has an extensive technology plan that identifies relationship to PSMT.	
III.A.1.c Higher education faculty are knowledgeable about, and have experience with, teaching and learning, cultural differences, exceptionalities, and their instructional implications;	Met		
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;	N/A	No graduate program offered.	
III.A.1.e Professional education faculty who supervise field experiences have had preparation for this role and have had professional experiences in school setting(s);	Met		

Indicators	Status	Comments	Activities/Goals for Final Approval
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	Met	Baker College primarily uses adjuncts in both professional coursework and content. Faculty are/were all practitioners for many years in the field and have robust work experience in teaching.	
III.A.1.g Graduate students who teach or supervise field experiences are qualified in terms of formal study, experience, and training.	N/A		

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	Status	Comments	Activities/Goals for Final Approval
III.A.2.a The teaching, scholarship, and service of faculty demonstrate that they are teacher scholars; and	Met	Baker College offers opportunities for full time and adjunct/part time faculty to participate in professional development and scholarship. Faculty can apply for various types of funding to support research and scholarship in the field.	
III.A.2.b Faculty with assignments in advanced programs generate and disseminate new knowledge that is regularly reviewed and accepted by peers.	N/A	No advanced programs offered.	

Indicators	Status	Comments	Activities/Goals for Final Approval
III.A.3 Higher education faculty are actively involved with the professional world of practice in PK-12 schools, and are engaged in dialogue about the design and delivery of instructional programs.	Met	Faculty include retired PK-12 principals and teachers. Faculty and current PK-12 teachers and administrators serve on curriculum advisory committees.	
III.A.4 Higher education faculty are actively involved in professional associations and provide education-related services at the local, state, national, and/or international levels in their areas of expertise and assignment.	Met		

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

Indicators	Status	Comments	Activities/Goals for Final Approval
III.B.1 The unit has and implements an explicit plan with adequate resources to ensure hiring and retaining of a diverse faculty.	Met	The unit has a diversity plan in place.	The COS recommends Baker College continue to utilize, document, and modify plan when necessary. While the plan is in place Baker College must ensure they are developing opportunities to recruit and retain diverse faculty.

Indicators	Status	Comments	Activities/Goals for Final Approval
III.B.2 The unit's efforts and success in meeting goals for recruiting a diverse faculty are evaluated annually, and appropriate steps are taken to strengthen plans for the future.	Met	A female minority faculty member is receiving released time and financial support to complete a doctoral program.	
III.B.3 The faculty is culturally diverse.	Met	The faculty reflects the cultural diversity of the counties that the college serves. However, the COS had initial concerns because at some of the campuses the faculty listed is not diverse. Given Baker College utilizes many adjunct faculty it is important to ensure that the faculty represent diverse experiences.	Baker College needs to continue to implement diversity plan and make adjustments when necessary to address issues in lack of diverse 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.	Met		

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	Status	Comments	Activities/Goals for Final Approval
III.C.1 Workload policies and assignments accommodate faculty involvement in teaching, scholarship, and service, including working in PK-12 schools, curriculum development, advising, administration, institutional committee work, and other internal service responsibilities.	Met	Baker College uses a “business model” for staffing of each campus. See the Description for the Professional Education Unit at: https://www.baker.edu/departments/teacherprep/profed/11.pdf and the Organization Chart at: https://www.baker.edu/departments/teacherprep/oversight/01-b-OrgChart.pdf	

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	Status	Comments	Activities/Goals for Final Approval
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;	Met		
III.C.2.b The determination of faculty teaching load considers factors including, but not limited to, class size, number of preparations, and research and service responsibilities;	Met		
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	Met	Full time administrators that also serve as adjunct faculty for supervise student teachers. During onsite visits the candidates discussed the feedback and support they received from supervisors.	
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.	N/A	No graduate programs offered.	

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	Status	Comments	Activities/Goals for Final Approval
III.D.1 Policies and practices encourage professional education faculty to be continuous learners.	Met		
III.D.2 Higher education and school faculty and others who may contribute to professional education programs are regularly involved in professional development activities.	Met		
III.D.3 Higher education faculty are regularly evaluated in terms of their contributions to teaching, scholarship, and service; these evaluations are used in determining salary, promotion, and tenure.	Met		
III.D.4 Evaluations are used systematically to improve teaching, scholarship, and service of the higher education faculty within the unit.	Met		

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	Status	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.	Met		
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.	Met	Baker College does not have a tenure system as they use a business model for hiring, promotion, and retention decisions.	

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

Indicators	Status	Comments	Activities/Goals for Final Approval
IV.A.3.a There are sufficient numbers of school faculty and full-time higher education faculty to support each program offered for the preparation of school personnel;	Met		All Specialty programs have sufficient faculty, however the COS recommend Baker College work to hire more full time faculty in the Biology program.
IV.A.3.b The use of part-time higher education faculty and graduate students who teach is designed to ensure integrity, quality, and continuity of the programs' conceptual framework(s);	Met	Baker College's model relies heavily on adjunct/part time faculty. These faculty while part time also have ample involvement and opportunity to provide program guidance and advocate for appropriate changes.	

Indicators	Status	Comments	Activities/Goals for Final Approval
IV.A.3.c There are sufficient numbers of administrative, clerical, and technical staff to support the programs offered; and	Met	The COS observed sufficient administrative, clerical, and technical staff to support the programs offered.	
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.	N/A	No graduate programs offered	
IV.A.4 Professional education faculty are actively involved in the organization and coordination of programs.	Met		
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.	Met		
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.	Met		
IV.A.7 Policies and practices of the unit are non-discriminatory and guarantee due process to faculty and candidates.	Met		

STANDARD IV.B Resources for Teaching and Scholarship. The unit has adequate resources to support teaching and scholarship by faculty and candidates. **STANDARD MET**

Indicators	Status	Comments	Activities/Goals for Final Approval
IV.B.1 Support for professional development is at least at the level of other units in the institution.	Met		
IV.B.2 Higher education faculty have well maintained and functional office, instructional, and other space to carry out their work effectively.	Met		
IV.B.3 Higher education faculty and candidates have training in, and access to, education-related electronic information, video resources, computer hardware, software, related technologies, and other similar resources.	Met		The COS recommends Baker College develop avenues for consistent professional development of both education faculty and content faculty at each campus to ensure up-to-date knowledge of technology, content changes in P-12, and other issues. The COS requests Baker College develop a plan for technical assistance and enact plan prior to full approval.
IV.B.4 Library resources provide adequate scope, breadth, currency, and multiple perspectives; they are systematically reviewed to make acquisition decisions.	Met		

Indicators	Status	Comments	Activities/Goals for Final Approval
IV.B.5 Media, software, and materials collection are identifiable, relevant, accessible, and systematically reviewed to make acquisition decisions.	Met		
IV.B.6 There are sufficient library and technical staff to support the library, instructional materials collection, and media/computer support services.	Met	Each campus has appropriate and sufficient research materials and staff.	

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	Status	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.	Met	During the on-site visit the System Director discussed financial and logistic support for long term success of the teacher education program.	
IV.C.2 Resources are allocated to programs in a manner that allows each one to meet its expected outcomes.	Met		
IV.C.3 Facilities and equipment are functional and well maintained. They support computing, educational communications, and educational and instructional technology at least at the level of other units in the institution.	Met	The COS is very impressed by Baker College's commitment to maintaining high standards for its facilities, including computing and instructional technology.	

Michigan Specific Standards/Rules/Guidelines

Explanatory note: This standards/rules/guidelines matrix refers to the Entry-level Standards for Michigan Teachers (ELSMT). During Baker College's period of review, the ELSMT were revised and renamed as the Professional Standards for Michigan Teachers (PSMT). Baker College integrated the ELSMT revisions and uses PSMT with teacher candidates, and has shown alignment to all of the elements in the PSMT.

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)]	Met	Baker College requires baccalaureate degree candidates to complete 72 quarter hours (48 semester hours) of general education, including: 24 quarter (16 semester) hours in communication competence; 12 quarter (8 semester) hours in scientific inquiry and computer literacy; 8 quarter (5.33 semester) hours in mathematical reasoning; 16 quarter (10.67 semester) hours in personal and social environments; and 12 quarter (8 semester) hours in global and cultural perspectives	
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
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	Met	In Spring 2011 Baker College went through a peer review for their Elementary Certificate program against SBE Elementary Certificate Standards. The program was successful in review and the peer review team also reviewed the Elementary program against the PSMT. Both the Elementary and Secondary programs have adequate and appropriate professional sequence for the appropriate grade ranges. For further information see: https://www.baker.edu/departments/teacher_prep/standards/03-StdsRules.pdf	
I.B.2 The structure, function, and purposes of educational institutions in our society.	Met		
I.C The preparation program addresses the Michigan State Board of Education 1993 Entry-Level Standards for Michigan Teachers, including:			
I.C.1 An understanding and appreciation of the liberal arts (the humanities, the social sciences, the mathematical and natural sciences, and the arts);	Met		
I.C.2 An understanding of the commitment to student learning and achievement;	Met		

Requirements	Status	Comments/Suggestions	Activities/ Goals for Final Approval
I.C.3 A knowledge of the assigned subject areas and how to teach those subjects;	Met	Each major and minor includes a senior seminar that, in addition to other items, covers all MTTC subject-area test objectives that were not previously addressed. These courses include: ECE491 Senior Seminar: Early Childhood Education ENG491 Senior Seminar: English ENG492 Senior Seminar: Language Arts HIS491A Senior Seminar: History and Social Studies MTH491 Senior Seminar: Elementary Mathematics MTH492 Senior Seminar: Secondary Mathematics SCI491B Senior Seminar: Chemistry SCI493 Senior Seminar: Biology A Theory and Techniques of Instruction (EDU451/46*) course in each content area is also required: Students must pass all relevant MTTC subject area tests (level, major, and minor) prior to student teaching.	
I.C.4 An ability to manage and monitor student learning;	Met		

Requirements	Status	Comments/Suggestions	Activities/ Goals for Final Approval
I.C.5 An ability to systematically organize teaching practices and to learn from experience;	Met	All candidates are required to complete a 6-credit Theory and Techniques of Instruction (EDU451/46*) course, which includes 30 hours of fieldwork. Candidates who do not successfully complete the fieldwork portion do not pass the course.	
I.C.6 A commitment to participation in learning communities; and	Met		
I.C.7 An ability to use information technology to enhance learning and to enhance personal and professional productivity.	Met	Baker College had an extensive technology plan that is aligned to the seventh standard of the PSMT which also is aligned to the Conceptual Framework. Candidates must demonstrate proficiency and Baker College has multiple assessments to ensure candidates are able to demonstrate competence in technology.	
I.D The preparation program ensures that before individuals engage in student teaching, the individuals demonstrate (from Section 1531b The Revised School Code):			
I.D.1 High academic achievement;	Met	To be accepted into the program, candidates must maintain a cumulative grade point average of 2.75 or higher, and a grade point average of 2.75 or higher in the major. Candidates must also pass the MTTC related to their major and minor prior to student teaching.	

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);	Met	To be accepted into the program, candidates must earn a C or better in EDU200-Introduction to Professional Education Experiences. This course includes 20 hours of fieldwork. Candidates not successfully completing the fieldwork portion of a course cannot pass the course.	
I.D.3 Knowledge of research-based teaching, and	Met		
I.D.4 Working knowledge of modern technology and use of computers.	Met		
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 Entry-Level Standards for Michigan Teachers (Michigan State Board of Education, 1993, 1998);	Met	Baker College has demonstrated alignment to the PSMT.	
I.E.2 Administrative Rules Governing the Certification of Michigan Teachers;	Met		
I.E.3 Michigan Test for Teacher Certification, including test objectives;	Met	Candidates must pass the Michigan Test for Teacher Certification in their specialty content area prior to student teaching.	
I.E.4 The Revised School Code (1996);	Met		
I.E.5 Administrative Rules for Special Education (1996);	Met	This topic is covered in EDU330-The Exceptional Learner and EDU445-Educational Foundation. These are required courses all candidates must take.	

Requirements	Status	Comments/Suggestions	Activities/ Goals for Final Approval
I.E.6 Michigan Curriculum Framework; and	Met	Baker College expects candidates to have an understanding of latest policies including Common Core and how it relates to what candidates are learning in the classroom. See: https://www.baker.edu/departments/teacherprep/CommonCoreUniversalDesign.docx	
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);	Met		
I.E.7.b Sections 1535a, 1539a, and 1539b (Requirements for reporting, notification, criminal conviction, and suspension); and	Met		
I.E.7.c Section 1809 (certificate fraud).	Met		
I.E.8 Procedures for certificate denial, suspension, revocation, and reinstatement (Administrative Rules Governing the Certification of Michigan Teachers, Part 10);	Met		
I.E.9 Public Act 25 (School Improvement);	Met		
I.E.10 Michigan State Board of Education Policy Statement on Multicultural Education (August 1992); and	Met	Baker College uses the SBE Universal Education Vision and Principles as a resource for all education courses. See: https://www.baker.edu/departments/teacherprep/CommonCoreUniversalDesign.docx	
I.E.11 Michigan Alternative Routes to Teacher Certification (MARTC).	Met		

Requirements	Status	Comments/Suggestions	Activities/ Goals for Final Approval
II. Content Studies			
II.A Form X (Programs Offered for Certification/Endorsement) is complete and accurate. Advanced preparation programs are identified. (See definition in Glossary of NCATE Standards, Procedures and Policies, 1995.)	Met		
II.B (Rule 390.1126) Programs for State Elementary Provisional Certificates ensure that candidates complete:			
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.);	Met		
II.B.2 Requirements of Rule 390.1123 (20 hours of theoretical and practical knowledge, including six semester hours of directed teaching);	Met		

Requirements	Status	Comments/Suggestions	Activities/ Goals for Final Approval
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; or 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	Met		
II.B.4 Six semester hours in the teaching of reading, including developmental reading, management of reading instruction, and reading in the content-areas.	Met		
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.);	Met		

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);	Met	Baker requires 44 semester hours for Elementary and 42 semester hours for Secondary. See: https://www.baker.edu/departments/teacher_prep/formxxx/06-FormXXX.pdf	
II.C.3.a A major of not less than 30 semester hours or a group major of 36 semester hours;	Met	Baker has met minimum credit hours for Specialty Program Areas. See: https://www.baker.edu/departments/teacher_prep/specialty/	
II.C.3.b A minor of 20 semester hours or a group minor of 24 semester hours; and	Met		
II.C.3.c Three semester hours in the teaching of reading (including studies in reading in the content-areas).	Met		
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.)	Met		
II.E Programs that prepare candidates for K-12 endorsements have appropriate components. (Specify.)	N/A		

Requirements	Status	Comments/Suggestions	Activities/ Goals for Final Approval
II.F 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_for_Approval_of_Each_Specialty_Program_11_109415_7.04C44693_A74354.doc 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 School Psychologist programs must meet the requirements of Rule 380.201 (September 1, 1992).	Met		

Requirements	Status	Comments/Suggestions	Activities/ Goals for Final Approval
II.G Group areas leading to an X code endorsement must include a fair balance of the various areas subsumed in that field. AX Communication Arts BX Language Arts EX Mathematics GX Business Education HX Agricultural Education IX Industrial Technology JX Music Education MX Health, Physical Education, Recreation (and Dance) OX Fine Arts PX Humanities RX Social Studies TX Technology and Design	Met		
II.H Files of certification candidates contain appropriate documentation, including transcripts, letters of recommendation, Michigan Test for Teacher Certification scores, and criminal records check.	Met		

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).]	Met	Baker College requires 110 hours of fieldwork prior to a 26-week student teaching experience. Fieldwork is a central focus of the professional education sequence at Baker College. Candidates must complete field experiences in diverse settings in five courses prior to student teaching. Candidates must successfully complete the fieldwork component in order to pass the course.	

Summary of Findings from the Committee of Scholars

The Committee of Scholars (COS) was appointed by the State Board of Education (SBE) to evaluate the proposal from Baker College to offer elementary and secondary teacher preparation programs at seven of Baker College campuses located in Auburn Hills, Clinton Twp., Flint, Jackson, Muskegon, Owosso, and Port Huron. The COS has determined the program design is sound, and successfully implemented under the mentorship provided by Madonna University.

The COS is recommending the SBE grant probationary approval to Baker College. This will allow Baker College to operate independently from Madonna University, to implement its own policies, and to recommend candidates directly to the Michigan Department of Education for teacher certification. The COS will review the application for full approval, when Baker College is ready and submits an application.



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May 9, 2011

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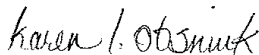
Dear Mr. Bell,

Please accept this letter of support for Baker College's application for probationary approval as a teacher preparation institution. We request that you include this letter with the materials forwarded to the Michigan State Board of Education.

Madonna University mentored Baker College during the preliminary phase of their application process. Under the guidance of our former dean, Dr. Robert Kimball, Baker's faculty carefully developed their conceptual framework. They have worked with our Chair, Dr. Rick Benedict and dean, Dr. Karen Obsniuk, and faculty and staff to develop a program that aligns with State standards and administrative rules. As the mentoring institution, we have collaborated closely with Baker College faculty to be certain teacher candidates were well prepared to serve the K-12 students of Michigan. We are confident that Baker College has the faculty, institutional resources and commitment to become an excellent Michigan teacher preparation institution.

We are prepared to attend necessary Michigan State Board of Education meetings to support Baker College and offer supporting testimony if appropriate.

Sincerely,



Karen L. Obsniuk, Ph.D.
Dean, College of Education



Rick Benedict, Ph.D.
Chair, Teacher Education

Your Success: Our Greatest Achievement