



STATE OF MICHIGAN  
DEPARTMENT OF EDUCATION  
LANSING



JENNIFER M. GRANHOLM  
GOVERNOR

MICHAEL P. FLANAGAN  
SUPERINTENDENT OF  
PUBLIC INSTRUCTION

November 23, 2009

**MEMORANDUM**

TO: State Board of Education

FROM: Michael P. Flanagan, Chairman 

SUBJECT: Approval of Finlandia University as a Teacher Preparation Institution with Probationary Approval

The Office of Professional Preparation Services and the Committee of Scholars (COS) for Finlandia University presented to the State Board of Education (SBE) at its October 13 meeting (attached in its entirety with revisions identified in bold caps) the recommendation for Finlandia University (Finlandia) to receive probationary approval as a teacher preparation institution. The revised "Committee of Scholars Report" (Attachment A) reflects the concerns of the Board members and the correct website links. Finlandia has addressed the following concerns:

- Broken URLs within the document; all broken URLs have been corrected.
- The complexity of matrices regarding alignment between Entry Level Standards for Michigan Teachers (ELSMT) and the Elementary Education Department's Conceptual Framework led to questions about the alignment itself. Finlandia has added a summary matrix demonstrating how its conceptual framework relates to each ELSMT.
- The extent to which the technology strategic plan of the program is being integrated into the classroom was raised; course syllabi demonstrate extensive alignment already and, additionally, the strategic plan for the next three years includes more information on how technology is continually included in the classroom, under COS supervision.
- The concern regarding Finlandia's Native American outreach has been addressed by added focus with the COS for the next three years prior to a recommendation for full approval (page 56) and in a memo with appendices from Dr. Cameron Williams, Acting Provost.  
(<http://www.finlandia.edu/documents/OjibwaCollaboration.pdf>).

It is recommended that the State Board of Education grant probationary approval to Finlandia University's professional education unit for three years (December 2009 – December 2012), as discussed in the Superintendent's memorandum dated November 23, 2009.

**STATE BOARD OF EDUCATION**

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**Committee of Scholars Report  
On the Application for Probationary Approval  
for**

**Finlandia University**

October 1, 2009

# Introduction

Finlandia University (Finlandia) in Hancock, Michigan, is a baccalaureate degree-granting, co-educational learning community dedicated to academic excellence, spiritual growth, and service. Founded in 1896 as Suomi College, Finlandia is one of 28 U.S. colleges and universities affiliated with the Evangelical Lutheran Church in America and the only private, not-for-profit institution of higher education in Michigan's Upper Peninsula. It is the only university in North America founded by Finnish immigrants.

Finlandia University has two campuses, both in Hancock, Michigan. The Main Campus is the site of the original college and includes Old Main, the university's first building. The Jutila Center Campus, just a few blocks away, was formerly a hospital. It has been refurbished and was opened in 2005. The Main Campus at 601 Quincy Street in Hancock, Michigan, includes a mixture of historic architecture and modern facilities. Nestled in the hills bordering the Portage Waterway, the view from the main campus is inspiring year-round. The residence hall rooms and lounges provide an especially breathtaking vantage point of the surrounding area. The campus' small size, comparable to several average city blocks, offers convenience, while its closeness to downtown Hancock and Houghton provides diversity for the student's lifestyle.

The college is organized into the College of Arts and Sciences, International School of Art and Design, College of Health Sciences, and the International School of Business. Presently there are approximately 550 students enrolled at Finlandia, with housing on campus for almost 300 students. Over 80% of the overall enrollment at Finlandia comes from within the Upper Peninsula of Michigan, which represents a radius of some 200 miles.

Finlandia adopted a plan in 1999 to add teacher preparation to its program offerings and hired a director to implement the plan in 2000. As part of achieving preliminary approval from the Michigan Department of Education (MDE) in 2001, a mentoring agreement was developed with Concordia College (Concordia) whereby Finlandia students would gain teacher certification through Concordia, while Concordia assisted and advised Finlandia in building capacity in the form of faculty, resources, structure, and function. Over the course of this multi-year agreement, program responsibility gradually shifted from Concordia to Finlandia. In spring 2008, Concordia acknowledged the progress of its mentee and withdrew from further mentorship, except for honoring its responsibility to recommend candidates admitted during the mentoring period.

In September, 2001, the State Board of Education (SBE) appointed a Committee of Scholars (COS) to review and monitor the university's efforts in developing an initial elementary teacher preparation program. The COS held its initial meeting in early 2002 and became familiar with the developing program. In September, 2003, the COS visited the campus and most local schools where students are placed for

student teaching and made specific recommendations to the university administration, primarily regarding adding faculty and enhancing technology support. Shifting the necessary resources and recruiting an additional full-time education faculty member was the focus of the next few years of development. During this time, Finlandia also developed applications for its own specialty area endorsements (parallel to the endorsements offered by Concordia) to submit to the MDE for review.

In 2008, Finlandia submitted an application for probationary approval (the next step) for initial elementary education. The COS reviewed this application and conducted a follow-up verification site visit in March, 2009. Results of the COS review are detailed in this report. Concordia, the mentor institution, and the COS recommend the SBE grant probationary approval to Finlandia as a teacher preparation institution. This will allow Finlandia to operate independently from Concordia recommending its own candidates for certification, even as Finlandia continues to strengthen the program.

According to the application, candidates seeking elementary certification can select from Social Studies, English, Integrated Science, or Mathematics endorsements and complete the elementary planned program major. These programs have been reviewed through the MDE process for initial specialty program review and will be approved through the MDE processes concurrently with the COS recommendation for probationary approval of the educational unit.

Michigan State Board of Education

**Committee of Scholars  
Finlandia University**

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Ms. Delinda Crane  
Principal  
Blissfield Community Schools  
(formerly of Siena Heights University)

Ms. Cheryl Lake  
Teacher  
Cardinal Elementary  
Orchard View Schools

Dr. Kirk Nigro  
Retired  
Northern Michigan University

Dr. Ray Ostrander  
Professor  
Teaching Learning Curriculum  
Andrews University

Dr. Ervin Sparapani  
Professor of Teacher Education  
Saginaw Valley State University

Dr. Catherine Smith  
Supervisor  
Professional Preparation and Development  
Michigan Department of Education

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

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

| 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    | Found at:<br><a href="http://www.finlandia.edu/documents/conceptualframework07.pdf">HTTP://WWW.FINLANDIA.EDU/DOCUMENTS/CONCEPTUALFRAMEWORK07.PDF</a><br><br>Conceptual Framework '07 Department website. |                                     |

| Indicators   | Status            | Comments  | Activities/Goals for Final Approval   |
|--|-------------------|---|---|
| I.A.1.b The framework(s) includes a philosophy and purposes, contains assessment statements of desired results for candidates, and provides an associated rationale for coursework, field experiences, and program evaluation. | Met with weakness | Scattered material that addressed this indicator.<br><br><b>SEE:</b><br><a href="http://www.finlandia.edu/documents/chartstndi.a.1.b_001.pdf">HTTP://WWW.FINLANDIA.EDU/DOCUMENTS/CHARTSTNDI.A.1.B_001.PDF</a> | Needs focused rationale for coursework that links to the standards.   |
| I.A.1.c The framework(s) reflects multicultural and global perspectives that permeate all programs.  | Met               | Found on course syllabi.  |   |
| 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 with weakness | Documented research base is modest.   | Need to further articulate a body of scholarship that supports the further independent of the conceptual framework. |

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

| 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). | Met    | Found in campus catalog.   |                                     |
| I.A.2.b Field experiences are an integrated part of the professional education curriculum and are consistent with the conceptual frameworks(s).                     | Met    | Found in campus catalog and in department meeting minutes; also found on syllabi for courses. A strong element in the program. |                                     |

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

| Indicators   | Status     | 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>Met</p> | <p>Found in minutes of department meetings and meetings of the external advisory group.</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   | 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    | Found in university catalog. |                                     |
| I.B.2 The general studies incorporate multicultural and global perspectives.   | Met    | Found in university catalog. |                                     |

**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    | Found in university catalog and on course syllabi. Discussed with content faculty and students during the COS visit.<br>Technology uses were strengthened at the 2009 visit. |                                     |
| I.C.2 The guidelines and standards of specialty organizations are used in developing programs in each content area.  | Met    | All minors have been approved by the state.  |                                     |

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

| 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    | All indicators are met. Found in professional education requirements in catalog and on course syllabi. |   |
| I.D.1.b The impact of technological and societal changes on schools;  | Met    | Found in professional education requirements in catalog and on course syllabi.                         |   |
| I.D.1.c Theories of human development and learning;   | Met    | Found in professional education requirements in catalog and on course syllabi.                         |   |
| I.D.1.d Inquiry and research;   | Met    | Found in professional education requirements in catalog and on course syllabi.                         |   |
| I.D.1.e School law and educational policy;  | Met    | Found in professional education requirements in catalog and on course syllabi.                         |   |
| I.D.1.f Professional ethics; and  | Met    | Found in professional education requirements in catalog and on course syllabi.                         | Develop further with work on new Professional Standards for Michigan Teachers (PSMT). |
| I.D.1.g The responsibilities, structure, and activities of the profession.  | Met    | Found in professional education requirements in catalog and on course syllabi.                         | Develop further with work on new PSMT.  |

STANDARD I.D.2 Candidates complete a well-planned sequence of courses and/or experiences in pedagogical studies that help develop understanding and use of: **Standard met/met with weakness**

| 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    | Found in professional education requirements in catalog and on course syllabi.                           |   |
| I.D.2.b Different student approaches to learning for creating instructional opportunities adapted to learners from diverse cultural backgrounds and with exceptionalities; | Met    | Course in exceptionalities and on course syllabi. Discussion during site visit on continued development. | Develop further with work on new PSMT (including Universal Education) during probationary period. |
| I.D.2.c Variety of instructional strategies for developing critical thinking, problem solving, and performance skills;   | Met    | Seen on course syllabi and from course observations during visit.  |   |
| I.D.2.d Individual and group motivation for encouraging positive social interaction, active engagement in learning, and self-motivation;                                   | Met    | Course observations during site visits.  |   |

| Indicators  | Status            | 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;    | Met               | Course requirements, observations during site visits by the COS.                               |   |
| I.D.2.f Planning and management of instruction based on knowledge of the content area, the community, and curriculum goals;                                 | Met               | Course requirements, observations and school visits by the COS; part of portfolio.             |   |
| I.D.2.g Formal and informal assessment strategies for evaluation and ensuring the continuous intellectual, social, and physical development of the learner; | Met with Weakness | Needs future development beyond elements required in courses.                                  | Needs documentation and development to meet new PSMT expectations.  |
| I.D.2.h Collaboration with school colleagues, parents, and agencies in the larger community for supporting students' learning and well-being;               | Met with Weakness | Seems to be collaboration with school colleagues, but not as visible for parents and agencies. | Needs documentation; one expectation of the new PSMT.   |
| I.D.2.i Effective interactions with parents for supporting students' learning and well-being;   | Met with Weakness | School staff noted candidates' ability during site visits.                                     | Needs documentation of interactions with parents about student learning, structures to help candidate be effective. |

| Indicators   | Status | Comments  | Activities/Goals for Final Approval  |
|--|--------|---|--|
| I.D.2.j The opportunity for candidates to reflect on their teaching and its effects on student growth and learning; and                          | Met    | Digital portfolio shows evidence of candidate reflection, as required by program.   |  |
| I.D.2.k Educational technology, including the use of computers and other technologies in instruction, assessment, and professional productivity. | Met    | Course in media and technology and improved access to and use of technology since first COS visit. University has invested in providing more resources and instruction. | Participate in any MDE or Consortium for Outstanding Achievement in Teaching with Technology (COATT) sponsored assistance regarding PSMT standard 7. |

**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/met with weakness**

| 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               | Methods courses and syllabi   |   |
| 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 with weakness | Syllabi indicate that not all methods courses address this in all dimensions. | Need to revise syllabi; also, there needs to be documentation over time that this is being addressed successfully in a systematic way. Use any MDE-sponsored technical assistance on PSMT to work in Universal Education principles more deeply and to focus candidate awareness. |

**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    |          |                                     |
| I.F.2 The guidelines and standards of the specialty organizations are used in developing each advanced program.   | N/A    |          |                                     |
| 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    |          |                                     |

**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    | Course observations during campus visit showed faculty have strengths in instructional strategies. Syllabi illustrate range.   |                                     |
| I.G.2 Instruction encourages the candidate's development of reflection, critical thinking, problem solving, and professional dispositions.              | Met    | Course observations during campus visit. Syllabi show course requirements include these areas. Portfolio evidence of reflection is part of candidate requirements.   |                                     |
| I.G.3 Teaching reflects knowledge about, and experiences with, cultural diversity and exceptionalities.   | Met    | Course observation during campus visit. See also ten faculty responses under the heading, XIII. Responses to COS, comments and questions, in the following:<br><a href="http://www.finlandia.edu/fueled.htm">http://www.finlandia.edu/fueled.htm</a> |                                     |
| I.G.4 Instruction is continuously evaluated and the results are used to improve teaching within the unit.   | Met    | Minutes of department meetings show that the results of evaluations are used. Discussion with program faculty on-site supported documents.   |                                     |

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

| 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    | Verified by the explanation of field experiences and student teaching, found in university catalog, department minutes, and was verified by school visits when the COS visited.                |   |
| I.H.1.b Create meaningful learning experiences for all students; and  | Met    | Verified by the explanation of field experiences and student teaching, found in university catalog, department minutes, and was verified by school visits when the COS visited.                | Continue to work on SBE Universal Education expectations. |
| 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    | Verified by the explanation of field experiences and student teaching, found in university catalog, department minutes, and was verified by school visits when the COS visited.                | Continue to work on SBE Universal Education expectations. |
| I.H.2 Field experiences encourage reflection by candidates and include feedback from higher education faculty, school faculty, and peers.       | Met    | Verified by the explanation of field experiences and student teaching, found in university catalog, department minutes, and was verified by school visits and portfolios when the COS visited. |   |

| Indicators   | Status     | Comments  | Activities/Goals for Final Approval |
|--|------------|---|-------------------------------------|
| <p>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.)</p> | <p>Met</p> | <p>Verified by the explanation of field experiences and student teaching, found in university catalog, department minutes, and was verified by school visits when the COS visited. Program requires structured pre-internship field experiences around SBE standards.</p> |                                     |

**STANDARD I.1 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**

| Indicators   | Status | Comments   | Activities/Goals for Final Approval |
|--|--------|--|-------------------------------------|
| I.1.1 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    | Minutes of department meetings are filled with discussion related to this, as well as minutes of meetings had with the advisory committee. |                                     |

STANDARD I.1.2 The unit develops agreements with schools and cooperating professionals to ensure that:  
**Standard met**

| Indicators   | Status | Comments  | Activities/Goals for Final Approval |
|--|--------|---|-------------------------------------|
| I.1.2.a Student teaching, internships, and other field experiences are collaboratively designed and implemented; and   | Met    | Minutes of department meeting and advisory meetings indicate this (also, the department chair sits on the ISD board). School visits corroborated this.  |                                     |
| I.1.2.b Candidates are supported in their achievement of the desired learning goals.   | Met    | Graduates and candidates both had praise for faculty and staff for academic and personal support provided to them in order to successfully achieve learning goals.                            |                                     |
| I.1.3 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    | Minutes of department and advisory meetings indicate this (also, the department chair sits on the ISD board). Part-time faculty have included ISD specialists.<br>This is a program strength. |                                     |

**STANDARD II.A Qualifications of Candidates.** The unit recruits, admits, and retains candidates who demonstrate potential for professional success in schools.

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

| 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    | Documentation:<br><br>Finlandia coursework standards (GPA 2.7) exceed state requirements of 2.5.<br><br>Student Handbook.<br><br>Department (student) records.<br><br><a href="http://www.finlandia.edu/documents/RequirementsforAdmissionintotheElementaryEducationProgram.pdf">http://www.finlandia.edu/documents/RequirementsforAdmissionintotheElementaryEducationProgram.pdf</a> |                                     |

| Indicators  | Status     | Comments  | Activities/Goals for Final Approval                               |
|---|------------|---|---|
| <p>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.</p> | <p>N/A</p> | <p>Finlandia does not offer Graduate work in education.</p>   |   |
| <p>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.</p>  | <p>N/A</p> | <p>Finlandia does not offer Graduate work in education.</p>   |   |
| <p>II.A.2 Incentives and affirmative procedures attract candidates with high academic and other qualifications.</p>   | <p>Met</p> | <p>Documentation:<br/> <a href="http://www.finlandia.edu/documents/StudentDiversityMatrix_001.pdf">http://www.finlandia.edu/documents/StudentDiversityMatrix_001.pdf</a><br/><br/> Strategic Recruitment and Enrollment Plan 2008-2013.</p> | <p>Recruitment efforts should continue the current endeavors.</p> |

| Indicators   | Status | Comments  | Activities/Goals for Final Approval |
|--|--------|---|-------------------------------------|
| II.A.3 Admission decisions are monitored by the unit to ensure that the admissions criteria are applied. | Met    | An appropriate and specific process is in place for monitoring admission criteria, including an appeals process.<br>Documentation:<br><a href="http://www.finlandia.edu/documents/Race_Summary_Fall_2008.pdf">http://www.finlandia.edu/documents/Race_Summary_Fall_2008.pdf</a><br><br>Strategic Recruitment and Enrollment Plan 2008-2013. |                                     |

**STANDARD II.B Composition of Candidates.** 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    | Documentation:<br><a href="http://www.finlandia.edu/documents/Race_Summary_Fall_2008.pdf">http://www.finlandia.edu/documents/Race_Summary_Fall_2008.pdf</a><br><br>Strategic Recruitment and Enrollment Plan 2008-2013. | Continue to seek opportunities for diversity; <b>WITH SPECIFIC FOCUS ON THE ENROLLMENT OF NATIVE AMERICAN CANDIDATES.</b> |

| Indicators  | Status | Comments  | Activities/Goals for Final Approval   |
|---|--------|---|---|
| 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    | Documentation:<br><a href="http://www.finlandia.edu/documents/ResponsetoCOSStandardII.B.pdf">http://www.finlandia.edu/documents/ResponsetoCOSStandardII.B.pdf</a>   | Continue efforts at increasing diversity; <b>WITH SPECIFIC FOCUS ON NATIVE AMERICAN CANDIDATES.</b> |
| II.B.3 The student body is culturally diverse.  | Met    | There is some diversity of race at Finlandia. The relative homogeneity of the upper peninsula makes this result a success.<br>Documentation:<br><a href="http://www.finlandia.edu/documents/Race_Summary_Fall_2008.pdf">http://www.finlandia.edu/documents/Race_Summary_Fall_2008.pdf</a> | Continue efforts at increasing diversity.   |
| 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    | Documentation:<br><a href="http://www.finlandia.edu/documents/Race_Summary_Fall_2008.pdf">http://www.finlandia.edu/documents/Race_Summary_Fall_2008.pdf</a>   | Continue efforts at increasing diversity.   |

**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   |
|--|------------|--|---|
| <p>II.C.1 The progress of candidates at different stages of programs is monitored through authentic performance-based assessments using systematic procedures and timelines.</p> | <p>Met</p> | <p>There is ample evidence of monitoring progress consisting of (1) GPA and (2) completion of specified courses. To find documentation of performance based assessments, one has to examine the Ends/Means/Measures Matrix in the syllabi of individual Education courses. Candidate portfolios are used in assessment.</p> <p>Documentation:<br/> <a href="http://www.finlandia.edu/feuLED/SYLLABI_WITH_ENDSMEANSMEASURES_MATRIX.HTM">HTTP://WWW.FINLANDIA.EDU/FEULED/SYLLABI_WITH_ENDSMEANSMEASURES_MATRIX.HTM</a></p> | <p>Further development will be expected for meeting Professional Standards for Michigan Teachers (PSMT) expectations.</p> |

| Indicators   | Status | 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> | Met    | <p>Documentation:</p> <p>Course syllabi/successful completion of courses</p> <p>Department (student) records</p> <p>The COS visit examined many portfolios and advised on rubric and assessment processes.</p>             | <p>This area will be important to future efforts to achieve national accreditation.</p> |
| <p>II.C.3 Assessment data are systematically used to assist candidates who are not making satisfactory progress.</p>   | Met    | <p>Documentation:</p> <p><a href="http://www.finlandia.edu/documents/STANDARDII.C.6Adv.Mtr.GuidelinesPrelim.Appr.Rpt..pdf">http://www.finlandia.edu/documents/STANDARDII.C.6Adv.Mtr.GuidelinesPrelim.Appr.Rpt..pdf</a></p> | <p>Student retention is critical.</p>   |

| Indicators   | Status | 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> | Met    | <p>Documentation can be found in various course syllabi:</p> <p><a href="http://www.finlandia.edu/fueled/syllabi_with_EndsMeansMeasures_Matrix.htm">http://www.finlandia.edu/fueled/syllabi_with_EndsMeansMeasures_Matrix.htm</a></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>                 | Met    | <p>Documentation:</p> <p><a href="http://www.finlandia.edu/documents/ConceptualFrameworkMatrix07.pdf">http://www.finlandia.edu/documents/ConceptualFrameworkMatrix07.pdf</a></p> <p><a href="http://www.finlandia.edu/documents/NCATEMatrixCourseChart07-08.pdf">http://www.finlandia.edu/documents/NCATEMatrixCourseChart07-08.pdf</a></p> <p><a href="http://www.finlandia.edu/documents/MELSMatrix07-08.pdf">http://www.finlandia.edu/documents/MELSMatrix07-08.pdf</a></p> |                                     |
| <p>II.C.6 Through publications and faculty advising, the candidates are provided with clear information about policies and requirements.</p>   | Met    | <p>Documentation:</p> <p><a href="http://www.finlandia.edu/documents/STANDARDII.C.6Adv.Mtr.Guidelines.Prelim.Appr.Rpt..pdf">http://www.finlandia.edu/documents/STANDARDII.C.6Adv.Mtr.Guidelines.Prelim.Appr.Rpt..pdf</a></p> <p>The COS visit noted that candidates understand policies.</p>   |                                     |

**STANDARD II.D Ensuring the Competence of Candidate.** 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 |
|--|------------|---|-------------------------------------|
| <p>II.D.1 The unit establishes and publishes a set of criteria/outcomes for exit from each professional education program.</p>   | <p>Met</p> | <p>Documentation:<br/>           Student Handbook<br/> <a href="http://www.finlandia.edu/documents/Handbook100LevelJune08.pdf">http://www.finlandia.edu/documents/Handbook100LevelJune08.pdf</a><br/>           Portfolio expectations are published.<br/>           Numerous Assessment Forms<br/> <a href="http://www.finlandia.edu/fueled/Competence_of_Candidates.htm">http://www.finlandia.edu/fueled/Competence_of_Candidates.htm</a></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>Met</p> | <p>Student Handbook<br/>           Numerous Assessment forms<br/>           Various syllabi<br/>           Department (student) records<br/> <br/>           Site visit allowed examination of these sources.</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 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. **Standard met/N/A**

| 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    | Documentation:<br><br>Found in individual resume/vita<br><br>Recent hiring showed these considerations. |  |
| 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    | Documentation:<br><br>Found in individual resume/vita and individual course syllabi                     | Encourage further technology professional development for all education faculty. |
| 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    | Documentation:<br><br>Found in individual resume/vita and individual course syllabi                     |  |

|  |            |   |                                    |
|--|------------|---|------------------------------------|
| <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>N/A</p> | <p>No graduate program at Finlandia.</p>  |                                    |
| <p>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).</p> | <p>Met</p> | <p>Documentation:<br/>Found in individual resume/vita and individual course syllabi.<br/>Program has several faculty with experience as school professionals.</p> | <p>This is a program strength.</p> |
| <p>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.</p>         | <p>Met</p> | <p>Documentation:<br/>Faculty handbook<br/>Individual resume/vita</p>   |                                    |
| <p>III.A.1.g Graduate students who teach or supervise field experiences are qualified in terms of formal study, experience, and training.</p>                                  | <p>N/A</p> | <p>No graduate program at Finlandia.</p>  |                                    |

STANDARD III.A.2 Higher education faculty exhibit intellectual vitality in their sensitivity to critical issues (e.g., how content studies and pedagogical studies can be more effectively integrated and the ethics of equity and diversity in U.S. culture) and in their efforts to address the issues and become proactive in addressing them. **Standard met/N/A**

| 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.   | Met    | Documentation:<br><br>Found in individual resume/vita and individual course syllabi. This has improved since first COS visit.   |                                     |
| 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 graduate program at Finlandia.   |                                     |
| 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    | Documentation:<br><br>Found in individual resume/vita and individual course syllabi, meeting minutes etc. The COS visit showed that local school personnel see this active involvement as a program strength. |                                     |

| Indicators  | Status | Comments   | Activities/Goals for Final Approval   |
|---|--------|--|---|
| III.A.4 Higher education faculty are actively involved in professional associations and provide education-related services at the local, state, national, and/or international levels in their areas of expertise and assignment. | Met    | Documentation:<br><br>Faculty resumes<br><br>Attendance at MDE-sponsored meetings. | Further involvement in technical assistance the MDE (eg. PSMT, Elementary standards, Universal Education) should be demonstrated during probation, for all education faculty. |

**STANDARD III.B Composition of Faculty.** The unit recruits, hires, and retains a diverse higher education faculty. **Standard met/not 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    | Documentation:<br><br>Diversity Committee reports (Diversity of faculty is very minimal) | Continuing efforts will be needed to ensure a diverse faculty. |
| III.B.2 The unit's efforts and success in meeting goals for recruiting a diverse faculty are evaluated annually, and appropriate steps are taken to strengthen plans for the future. | Met    | Documentation:<br><br>Diversity Committee reports (Diversity of faculty is very minimal) | Continuing efforts will be needed to ensure a diverse faculty. |

| Indicators   | Status  | Comments   | Activities/Goals for Final Approval   |
|--|---------|--|---|
| III.B.3 The faculty is culturally diverse.   | Not met | The COS has seen efforts to achieve this, through national recruiting. | Continue efforts to recruit a diverse faculty. Consider online opportunities to bring diverse speakers, experiences into the classroom. |
| 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. | Not met | The COS has seen efforts to achieve this, through national recruiting. | Continue efforts to recruit a diverse faculty as new faculty line is added.   |

**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    | Documentation:<br><br>Found in handbook, policy statements, and letter from the Finlandia President.<br><br>This has improved since the first COS visit. |                                     |

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.  
**Standard met**

| 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    | Documentation:<br><br>Found in handbook, policy statements, and letter from the Finlandia President.   |                                     |
| III.C.2.b The determination of faculty teaching load considers factors including, but not limited to, class size, number of preparations, research, and service responsibilities.   | Met    | Documentation:<br><br>Found in handbook, policy statements, and letter from the Finlandia President.   |                                     |
| III.C.2.c Faculty who supervise student teachers and other interns have adequate time as part of their teaching load to observe and provide feedback to candidates. (Assignments generally do not exceed a ratio of 18 full-time students to one full-time faculty member.)       | Met    | Documentation:<br><br>Found in handbook, policy statements, and letter from the Finlandia President.<br><br>This has improved since the first COS visit. |                                     |

| <b>Indicators</b>  | <b>Status</b> | <b>Comments</b>                | <b>Activities/Goals for Final Approval</b> |
|--|---------------|--------------------------------|--|
| III.C.2.d Faculty who direct graduate projects, e.g., Masters theses/ projects or doctoral dissertations) received adequate adjustments in their teaching load for these activities. | N/A           | No graduate education program. |  |

**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    | Documentation:<br><br>Found in Faculty Handbook, various meeting minutes and cooperative working agreement with Copper Country Intermediate School District (ISD). |  |
| 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    | Documentation:<br><br>Found in Faculty Handbook, various meeting minutes and cooperative working agreement with Copper Country ISD.                                | Encourage professional development related to state policy and requirements. |
| 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    | Documentation:<br><br>Found in Faculty Handbook and verified on-site.<br><br>Director received tenure.   |  |
| III.D.4 Evaluations are used systematically to improve teaching, scholarship, and service of the higher education faculty within the unit.   | Met    | Documentation:<br><br>Found in Faculty Handbook.   |  |

**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    | This is a small program that has been reorganized since the first COS visit to show more unified, rational coordination under chair. |                                     |
| IV.A.2 The unit has the responsibility and authority in such areas as higher education faculty selection, tenure, promotion, and retention decisions; recruitment of candidates; curriculum decisions; and the allocation of resources for unit activities. | Met    | The 2009 COS visit showed improvement in this arena.   |                                     |

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

| 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    | Program hired a second full-time tenure-stream faculty member during 2008.  | Add one full time faculty beginning with the 2009-2010 academic year to assure new Elementary program expectations of the SBE will be met. |
| 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    | Part-time faculty has specific content knowledge and experiences, as well as local area knowledge.  |  |
| IV.A.3.c There are sufficient numbers of administrative, clerical, and technical staff to support the programs offered.   | Met    | This is a small program and does not require large numbers of administrators or clerical/technical staff. Faculty would be the first to be affected by shortages of administrators and/or support; they reported complete satisfaction. |  |

| Indicators   | Status | Comments  | Activities/Goals for Final Approval              |
|--|--------|---|--|
| 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    |   |  |
| IV.A.4 Professional education faculty are actively involved in the organization and coordination of programs.  | Met    | Minutes of department meetings provide sufficient evidence of faculty involvement; this evidence was further supported through conversations with various faculty during the COS visits.  |  |
| 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    | <p>Ample evidence exists as noted in the following:<br/> <a href="http://www.finlandia.edu/documents/IV.A-5.v_1.pdf">http://www.finlandia.edu/documents/IV.A-5.v_1.pdf</a></p> <p>There are also <del>two</del> <b>THREE</b> applicable strategic plans:<br/> <a href="http://www.finlandia.edu/documents/SCAS-SP-majors_2008-13.pdf">http://www.finlandia.edu/documents/SCAS-SP-majors_2008-13.pdf</a><br/> <a href="http://www.finlandia.edu/documents/ThreeYearStrategicPlan.pdf">http://www.finlandia.edu/documents/ThreeYearStrategicPlan.pdf</a><br/> <a href="http://www.finlandia.edu/documents/I.T.StrategicPlan-Feb2008Update.pdf">http://www.finlandia.edu/documents/I.T.StrategicPlan-Feb2008Update.pdf</a></p> | Check on progress regarding the strategic plans. |

| Indicators   | Status | 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. | Met    | <p>The Elementary Education Advisory Committee stated to the COS that they meet regularly and their input is utilized appropriately.</p> <p><a href="http://www.finlandia.edu/documents/IV.A.6.pdf">http://www.finlandia.edu/documents/IV.A.6.pdf</a></p>                               |                                     |
| IV.A.7 Policies and practices of the unit are non-discriminatory and guarantee due process to faculty and candidates.  | Met    | <p>Non-discrimination and due process guarantees are provided in writing in several places at Finlandia, including the Faculty Handbook.</p> <p><a href="http://www.finlandia.edu/documents/FacultyHandbook2003.pdf">http://www.finlandia.edu/documents/FacultyHandbook2003.pdf</a></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**

| Indicators  | Status     | 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>Met</p> | <p>Finlandia sponsors in-house workshops. See: <a href="http://www.finlandia.edu/documents/Workshopinvitation.pdf">http://www.finlandia.edu/documents/Workshopinvitation.pdf</a></p> <p>Also has a working agreement with Copper Country ISD which provides Finlandia faculty with professional development. See: <a href="http://www.finlandia.edu/documents/ArticlebyCarlaStrome.pdf">http://www.finlandia.edu/documents/ArticlebyCarlaStrome.pdf</a></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>Met</p> | <p>Faculty offices and instructional areas are clean, well equipped, appropriate in size and typical of office and classrooms on any college/university campus.</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>Met</p> | <p>The department is up to date with a broad variety of technological resources. Dr. Randolph has an appropriate budget and continues to acquire resources and utilize them well. See: <a href="http://www.finlandia.edu/documents/Technologyinclassroom.pdf">http://www.finlandia.edu/documents/Technologyinclassroom.pdf</a></p>  |                                     |

| Indicators   | Status | Comments  | Activities/Goals for Final Approval |
|--|--------|---|-------------------------------------|
| IV.B.4 Library resources provide adequate scope, breadth, currency, and multiple perspectives; they are systematically reviewed to make acquisition decisions. | Met    | Library is sizeable, well organized, and contains an excellent collection of current educational resources.   |                                     |
| IV.B.5 Media, software, and materials collection are identifiable, relevant, accessible, and systemically reviewed to make acquisition decisions.              | Met    | In addition to print resources, a broad variety of other current media and materials are available. There are also internet accessible computers available to students. Faculty report they are able to acquire new resources readily.  |                                     |
| IV.B.6 There are sufficient library and technical staff to support the library, instructional materials collection, and media/ computer support services.      | Met    | Library has a head librarian, a library services assistant, a library technician, and student workers.<br><a href="http://www.finlandia.edu/index.php?id=389">http://www.finlandia.edu/index.php?id=389</a><br><br>Also see:<br><a href="http://www.finlandia.edu/index.php?id=318">http://www.finlandia.edu/index.php?id=318</a> |                                     |

**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    | Recent hiring in new faculty line shows increased support.  | Add one full time faculty beginning with the 2009-2010 academic year to assure new Elementary program expectations of the SBE will be met. |
| IV.C.2 Resources are allocated to programs in a manner that allows each one to meet its expected outcomes.  | Met    | <p>A comparison of expenditures has shown that the program has been first or second among 13 programs, college-wide, during the past five (5) years. See: <a href="http://www.finlandia.edu/documents/ProgramResourcesFacilitiesSupport.pdf">http://www.finlandia.edu/documents/ProgramResourcesFacilitiesSupport.pdf</a></p> <p>Faculty had no complaints about funding when they were asked by the COS.</p> |  |
| 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    | A comprehensive “walk-around” of all Education facilities was done by a COS representative in March 2009. Facilities and equipment are fully functional and well maintained. No problem areas were found.   |  |

## Michigan Specific Standards/Rules/Guidelines

| Requirements   | Status | Comments/Suggestions  | Activities/Goals for Final Approval |
|--|--------|---|-------------------------------------|
| <b>I. Initial Teacher Preparation</b>  |        |   |                                     |
| 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.<br>[See Rule 390.1122 (1).]                                 | Met    | Show documented evidence over time of transfer to the new state Elementary standards. | Meet new Elementary standards.      |
| 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:  |        |   |                                     |
| 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. | Met    | Required course syllabi.  | Meet new SBE elementary standards.  |

| Requirements  | Status | Comments/Suggestions  | Activities/Goals for Final Approval  |
|---|--------|---|--|
| I.B.2 The structure, function, and purposes of educational institutions in our society.   | Met    | Course syllabi.   |  |
| I.C The preparation program addresses the Michigan State Board of Education 1993 <i>Entry-Level Standards for Michigan Teachers</i> , 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    | Review of requirements, syllabi.  |  |
| I.C.2 An understanding of the commitment to student learning and achievement;   | Met    | Work integrating state expectations is underway.  | Develop a plan that helps students in the Elementary Education program learn about and understand issues related to state-level assessments and GLCE, K-8.   |
| I.C.3 A knowledge of the assigned subject areas and how to teach those subjects;  | Met    | Continuing development needed as state expectations grow. Current programs meet Administrative Rule minimum requirements. | Develop a plan that helps students in the Elementary Education program learn about and understand issues related to state-level assessments and GLCE, K-8. Develop Language Arts or Reading endorsement. |
| I.C.4 An ability to manage and monitor student learning;  | Met    | As state assessments change, program must adapt.  | Develop a plan that helps students in the Elementary Education program learn about and understand issues related to state-level assessments and GLCE, K-8.   |

| 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               | Course syllabi                  | Meet new Elementary Standards.  |
| I.C.6 A commitment to participation in learning communities; and   | Met               | Course syllabi                  | Meet new Elementary Standards.  |
| I.C.7 An ability to use information technology to enhance learning and to enhance personal and professional productivity.  | Met               | Course syllabi                  | Meet new Elementary Standards.  |
| 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> ):                |                   |                                 |   |
| I.D.1 High academic achievement;   | Met               | GPA policy                      |   |
| I.D.2 Successful group work with children (as a condition for admission to the teacher preparation curriculum);  | Met               | Program requirements published. |   |
| I.D.3 Knowledge of research-based teaching, and  | Met with weakness | Visible at COS visit.           |   |
| I.D.4 Working knowledge of modern technology and use of computers.   | Met               | Course syllabi                  | New Professional Standards for Michigan Teachers (PSMT) expectations to be 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 <i>Entry-Level Standards for Michigan Teachers</i> (Michigan State Board of Education, 1993, 1998).  | Met               | ELSMT met.ih                    | New PSMT expectations to be met during probation-rewrite rubrics, etc.          |

| Requirements  | Status | Comments/Suggestions               | Activities/Goals for Final Approval        |
|---|--------|------------------------------------|--|
| I.E.2 <i>Administrative Rules Governing the Certification of Michigan Teachers;</i>   | Met    |                                    |  |
| I.E.3 Michigan Test for Teacher Certification, including test objectives;   | Met    | Good record.                       |  |
| I.E.4 <i>The Revised School Code (1996);</i>  | Met    |                                    |  |
| I.E.5 <i>Administrative Rules for Special Education (1996);</i>   | N/A    | No Special Education endorsements. |  |
| I.E.6 Michigan Curriculum Framework;  | Met    | A strong focus of program.         |  |
| 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    | Policy program.                    |  |
| I.E.7.b Sections 1535a, 1539a, and 1539b (Requirements for reporting, notification, criminal conviction and suspension); and  | Met    | Policy                             |  |
| I.E.7.c Section 1809 (certificate fraud).   | Met    | Policy                             |  |
| I.E.8 Procedures for certificate denial, suspension, revocation, and reinstatement ( <i>Administrative Rules Governing the Certification of Teachers Part 10</i> ); | Met    | Policy                             |  |
| I.E.9 Public Act 25 (School Improvement);   | Met    | Syllabi demonstrate.               |  |
| I.E.10 Michigan State Board of Education Policy Statement on Multicultural Education (August 1992); and   | Met    |                                    | Meet SBE Universal Education requirements. |
| I.E.11 Michigan Alternative Routes to Teacher Certification (MARTC).  | N/A    |                                    |  |

| Requirements   | Status | Comments/Suggestions            | Activities/Goals for Final Approval |
|--|--------|---------------------------------|-------------------------------------|
| <b>II. Content Studies</b>   |        |                                 |                                     |
| 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</i> , 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    | Program requirement in catalog. |                                     |
| II.B.2 Requirements of Rule 390.1123 (20 hours of theoretical and practical knowledge, including six semester hours of directed teaching);   | Met    | Program requirement in catalog. |                                     |

| 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.)</p> | Met    | Program requirement in catalog. |                                     |
| <p>II.B.4 Six semester hours in the teaching of reading, including developmental reading, management of reading instruction, and reading in the content areas.</p>  | Met    | Program requirement in catalog. |                                     |
| <p>II.C (Rule 390.1127) Programs for State Secondary Provisional Certificates ensure that candidates complete:</p>  |        |                                 |                                     |
| <p>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.)</p>  | N/A    |                                 |                                     |

| Requirements  | Status | Comments/Suggestions  | Activities/Goals for Final Approval |
|---|--------|-----------------------|-------------------------------------|
| II.C.3 Requirements of Rule 390.1123 (20 hours of theoretical and practical knowledge, including six semester hours of directed teaching.)  | N/A    |                       |                                     |
| II.C.3.a A major of not less than 30 semester hours or a group major of 36 semester hours.  | N/A    |                       |                                     |
| II.C.3.b A minor of 20 semester hours or a group minor of 24 semester hours.  | N/A    |                       |                                     |
| II.C.3.c Three semester hours in the teaching of reading (including studies in reading in the content areas).   | N/A    |                       |                                     |
| 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    | No K-12 endorsements. |                                     |



| Requirements   | Status | Comments/Suggestions  | Activities/Goals for Final Approval                              |
|--|--------|---|--|
| <p>II.G Group areas leading to a group code endorsement must include a fair balance of the various areas subsumed in that field.</p> <p>AX Communication Arts<br/> BX Language Arts<br/> DI Integrated Science<br/> GQ Business, Management, Marketing, and Technology<br/> HX Agricultural Education<br/> IX Industrial Technology<br/> JQ Music Education<br/> LQ Visual Arts Education<br/> OX Fine Arts<br/> RX Social Studies<br/> TX Technology and Design</p> | Met    | Only Social Studies (RX).   |  |
| <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>   | Met    | On-site COS initial visit and revisit in 2009.  |  |
| <b>III. Field Experiences</b>  |        |   |  |
| <p>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).]</p>  | Met    | The COS heard glowing reports from local school principals and teachers regarding student teachers. | Prepare documentation that meets the PSMT higher credit reports. |

## Summary of Findings from the Committee of Scholars

Finlandia's elementary program should focus over the next three to five years on the following:

1. Show documented evidence over time of transfer to the new state elementary standards and review and approval on the state timeline, including strong technical linkage (from 1.A.1). **SHOW COMPLIANCE WITH PROFESSIONAL STANDARDS FOR MICHIGAN TEACHERS AND UNIVERSAL EDUCATION, AS WELL AS CONTINUED INTEGRATION OF TECHNOLOGY INTO CLASSROOMS.**
2. Develop a diversity plan (separate from the university's) that addresses more than the cultural and ethnic diversity of the United States, and document, specifically, how that plan is being implemented with and being used by students in the elementary education program. **MAKE TARGETED EFFORT TO RECRUIT NATIVE AMERICAN CANDIDATES AND TO PREPARE ALL STUDENTS FOR CLASSROOMS WITH NATIVE AMERICAN STUDENTS.**
3. Develop a plan that helps students in the elementary education program learn about and understand issues related to state-level assessments and GLCEs, K-8.
4. Develop a plan for hiring a third full-time faculty member in the Elementary Education Department.
5. Achieve an approved minor in English Language Arts as part of moving toward meeting new state requirements for Elementary preparation.

**Summary Information Regarding Specialty Programs Offered to Teacher  
Candidates at  
Finlandia University**

| <b>Code</b> | <b>Specialty Program</b> | <b>Standard Met</b> | <b>Program Options and Semester Hours (SH)</b>             | <b>Comments</b>   |
|-------------|--------------------------|---------------------|--|---|
| BA          | English                  | Met                 | Elementary Minor (21)                                      | Replace with ELA or Reading as stated in Elementary timeline. |
| EX          | Mathematics              | Met                 | Elementary Minor (23)                                      |   |
| DI          | Integrated Science       | Met                 | Elementary Group Minor (23)<br>Elementary Endorsement (23) |   |
| RX          | Social Studies           | Met                 | Elementary Minor (27)                                      |   |



07-22-09A10:12 RCVD

July 15, 2009

State of Michigan  
Board of Education  
c/o Dr. Catherine Smith

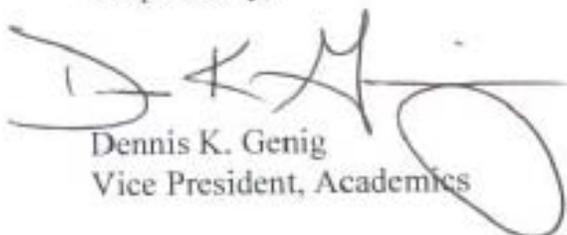
Dear Board Members;

On behalf of Concordia University I would like to take this opportunity to recommend that Finlandia University be granted Probationary Approval as one of Michigan's teacher preparation institutions.

We have had the privilege to serve as Finlandia's metering institution for several years, culminating in 2008. In that time, we have observed a commitment by Finlandia's teacher education unit to build an effective teacher preparation program. The faculty and administration have worked together to develop a challenging program of studies. They have continuously worked to improve aspects of their program to help insure that their teacher education candidates would be highly qualified.

Recognizing these efforts, their progress over the years, and their success in this endeavor, we recommend that Finlandia be granted this status.

Respectfully,



Dennis K. Genig  
Vice President, Academics