



STATE OF MICHIGAN
DEPARTMENT OF EDUCATION
LANSING

RICK SNYDER
GOVERNOR

BRIAN J. WHISTON
STATE SUPERINTENDENT

MEMORANDUM

DATE: April 26, 2016
TO: State Board of Education
FROM: Brian J. Whiston, Chairman 
SUBJECT: Presentation on Final Approval of Rochester College as an Educator Preparation Institution

Rochester College (Rochester) is a four-year liberal arts college located in Rochester Hills, Michigan. It began a collaborative program with Madonna University (Madonna) in 1996 with a mission to prepare new teachers "with Christian values who can effectively serve in the diverse and challenging schools of global communities of the twenty-first century." Rochester received State Board of Education (SBE) preliminary approval on May 17, 2001, to begin formal development of its own teacher preparation program in Michigan under the mentorship of Madonna.

On September 12, 2002, the SBE appointed a Committee of Scholars (COS) to oversee Rochester's development during preliminary status. The COS consisted of five individuals representing different stakeholder perspectives on teacher preparation: two from independent educator preparation institutions (EPI), two from public institutions, and one from a K-12 education institution. The current membership of the COS is presented in Attachment A.

The COS visited Rochester in April 2005 and prepared a report of findings regarding Michigan's standards and requirements for an institution of higher education to be approved as a Michigan EPI. The COS unanimously agreed that Rochester was ready for recommendation to the SBE for probationary approval as a Michigan EPI. On January 10, 2006, Rochester received probationary approval from the SBE as an EPI, for a three-year period, through 2008.

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This approval enabled Rochester to operate independently from Madonna, to begin to institute its own policies, and to recommend candidates directly to the Michigan Department of Education (MDE) for teacher certification. Upon recommendation of the COS, Rochester's probationary approval was extended through 2016 in order to allow Rochester sufficient time to gather data to support its case for earning final approval.

On December 11, 2015, Rochester submitted an application for final approval. The COS agreed unanimously (Attachment B) that Rochester met the application requirements set forth for final approval as follows:

- The institution fully meets all state code and the SBE policy requirements.
- The unit utilizes a variety of assessment instruments to evaluate academic and professional competence of professional education candidates prior to graduation and/or recommendation for licensure.
- The unit utilizes assessment data for continuous program improvement.

Furthermore, the COS found that Rochester met the goals and activities suggested by the COS during its probationary period as documented in the MDE Report for Final Approval (Attachment C). The SBE will be asked to grant final approval at the June 14, 2016, meeting. Pending final approval, Rochester will be required to comply with the accreditation requirements of the Council for Accreditation of Educator Preparation in order to maintain its approval to operate as an EPI in Michigan.

**Michigan State Board of Education
Committee of Scholars for Rochester College**

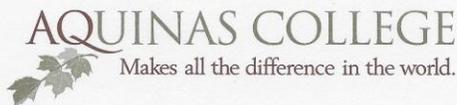
Dr. Gina Garner
Assistant Professor
School of Education
Aquinas College

Dr. Alonzo Hannaford
Retired Associate Dean
College of Education
Western Michigan University

Mr. Steven Manor
Retired Teacher
Howell, Michigan

Dr. Jim Powell
Dean
School of Counseling, Education, Social Work, Human Performance and Psychology
Chadron State College (NE)
(formerly, Director of Ferris State University School of Education)

Dr. Leslie Wessman
Sonneveldt Professor Emerita of Education
Hope College



February 10, 2016

This letter is written in support of the recommendation to grant Rochester College (Rochester) final approval as a Michigan educator preparation institution, with full authority to recommend candidates to the Michigan Department of Education (MDE) for teacher certification.

Rochester College is a four-year liberal arts college located in Rochester Hills, Michigan. Rochester College is primarily undergraduate and was founded in 1959. Rochester College received State Board of Education (SBE) preliminary approval in September 2001 to begin development of a teacher preparation program in Michigan under the mentorship of Madonna University (Madonna). In January 2006, the SBE granted Rochester probationary status as a teacher preparation institution in Michigan.

Rochester College was assigned a SBE appointed a Committee of Scholars (CoS) to review Rochester's development during preliminary and probationary status. The CoS consisted of four individuals representing different stakeholder perspectives on teacher preparation: two from independent educator preparation institutions, one from a public institution, and one from a K-12 education institution. Membership on the CoS has evolved as individuals have retired, but the balance of stakeholder perspectives has remained consistent. The CoS making the recommendation for Rochester's final approval consists of the following individuals: Chair – Dr. Gina Garner, Aquinas College; Dr. Leslie Wessman, Hope College; Mr. Steve Manor, Howell Public Schools; Dr. Alonzo Hannaford, Western Michigan University, retired.

Between 2001 and 2004, the CoS reviewed Rochester's policies and procedures, consulted with Rochester faculty and administrators, and conducted an on-site visit to interview Rochester students, faculty, and administrators. The CoS determined that Rochester was successfully implementing an educator preparation program under the mentorship of Madonna University and recommended that the SBE grant Rochester probationary approval to present candidates for Michigan teacher certification. The SBE granted Rochester College probationary approval in January 2006, which allowed Rochester to operate independently from Madonna, continue implementing its own policies, and recommend candidates directly to the MDE.

Rochester submitted a request for full approval to the MDE during December 2015. The CoS reviewed the request and accompanying documentation and considered the progress Rochester made since January 2006. Of particular note are program improvements that include alignment of the SBE approved Michigan Interstate Teacher Assessment and Support Consortium (MI-INTASC) standards to the key assessments used by Rochester to inform continuous improvement of their program as well as a system of tracking candidate progress throughout the program. Both of these improvements satisfactorily address concerns raised by the CoS regarding Rochester's system of tracking and supporting candidate progress throughout the program as well as focusing on the continuous improvement of the program.

The CoS is recommending that Rochester College be granted final approval as a Michigan educator preparation institution without reservation. Rochester's successful progress is evident in the record of satisfactory performance Rochester College has demonstrated in the 2015 and 2016 Educator Preparation Institution Performance Scores.

For the Rochester College Committee of Scholars, I am,

A handwritten signature in black ink, appearing to read 'Gina Garner', is written over a horizontal line.

**Michigan Department of Education Report for Final Approval
Of Rochester College as a Michigan Educator Preparation Institution**

February 22, 2016

Summary

Rochester College (Rochester) was established in 1959 by the Churches of Christ as an independent, liberal arts institution located in Rochester Hills, Michigan. The stated mission of Rochester is "to cultivate academic excellence, principled character, servant leadership, and global awareness through a rigorous educational experience that integrates liberal arts and professional studies within an inclusive Christian heritage." Rochester adopted its current name in 1997 to "[signal] a broadening of vision for an institution that would be inclusive, affirm academic freedom, and train men and women with life skills beyond mere academic credentials."

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

The college, initially accredited by North Central Association in 1974 to offer associate degrees, began offering baccalaureate degrees in 1980. Presently, Rochester has 19 bachelor's degree options and received approval in 2005 to begin offering a Master of Religious Education degree. Primarily an undergraduate institution, Rochester enrolled 1,113 students across all programs in 2014-2015, and currently has 33 students pursuing teacher preparation in ten content areas. Although Rochester attracts students from across the nation and even internationally, a substantial portion come from the southeastern region of Michigan.

As a result of growth in academic offerings and student enrollment demands, Rochester began a collaborative program with Madonna University (Madonna) in 1996, which allowed students to complete three years of academic work toward an education degree in elementary or secondary education at Rochester and finish the remainder of their coursework and certification recommendation at Madonna. Located in Livonia, Madonna is accredited by the National Council for Accreditation of Teacher Education and has full State Board of Education (SBE) approval for its educator preparation program. This initial agreement included a provision allowing

Rochester to begin teaching additional courses in the program as resources permitted, and in early 2000, Rochester began the official process for approval as a Michigan educator preparation institution. On May 17, 2001, the SBE granted preliminary approval to Rochester for the purpose of developing an initial elementary and secondary teacher preparation program under formal mentorship from Madonna. On September 12, 2002, the SBE appointed a Committee of Scholars (COS) to oversee Rochester's development toward final approval.

The COS engaged in extensive document reviews, information exchanges and meetings with Rochester School of Education faculty throughout 2003 and 2004, leading up to a formal campus visit on April 10-12, 2005. The COS prepared a report of findings regarding Michigan's standards and requirements for an institution of higher education to be approved as a Michigan educator preparation institution (EPI). The COS unanimously agreed that Rochester was ready for recommendation to the SBE for probationary approval as a Michigan EPI, and on January 10, 2006, the SBE granted Rochester received probationary approval through 2008. This approval enabled Rochester to operate independently from Madonna, to begin to institute its own policies, and to recommend candidates directly to the Michigan Department of Education for teacher certification. Upon recommendation of the COS after additional document reviews and campus visits, Rochester's probationary approval was extended by the Office of Professional Preparation Services through 2016 in order to allow Rochester sufficient time to gather data to support its case for earning final approval.

During its period of probationary approval, Rochester made progress toward meeting the SBE criteria for final approval as an EPI as well as satisfying the COS' expectations for continuous improvement. The mission of Rochester's School of Education is to prepare new teachers "with Christian values who can effectively serve in the diverse and challenging schools of global communities of the twenty-first century," and its conceptual framework promotes four core values in the fulfillment of this mission: 1) affirmation of "the Christian faith as it informs us regarding the inherent dignity and worth of all individuals"; 2) "scholarship needed to become a teacher"; 3) "systematic reflection that will organize and improve teaching practice"; and 4) an "emphasis on community". Initially approved to offer teacher preparation programs in biology, English, history, integrated science, language arts, and social studies, Rochester expanded its offerings during its period of probationary approval to include early childhood education, health, mathematics, music education, psychology and reading. Rochester has demonstrated significant and steady improvement in each of the metrics contributing to the Michigan Department of Education's annual Educator Preparation Institution Performance Score, achieving Satisfactory status in 2016.

Standards for the Initial Approval of the Professional Education Unit

The Committee of Scholars (COS) determined that Rochester College (Rochester) met all standards and indicators as applicable for initial approval of its professional education unit in its 2006 recommendation to the State Board of Education that Rochester be granted probationary approval as a Michigan educator preparation institution. These standards, listed below and included on pages 7 through 23 of [Standards, Requirements, and Procedures for Initial Approval of Teacher Preparation Institutions](#), establish expectations for the structure, composition and governance of teacher education programs in Michigan. In addition to reporting upon Rochester’s fulfillment of these standards and indicators in its recommendation for probationary approval, the COS established goals in 30 indicators for Rochester to achieve before making its recommendation for final approval.

This table presents the actual language of the both the COS’ directions to the Educator Preparation Institution for continuous improvement activities and goals and Rochester’s responses. These directions were provided as part of [the formal documentation for Rochester’s probationary approval in 2006](#).

Indicator	COS Activity/Goal for Final Approval	Rochester College Response
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	“The unit needs to develop and implement a plan for the use of assessment data for review and for modification and improvement of the Conceptual Framework and the programs. This plan for collecting and analyzing process and outcome evaluation data should demonstrate the use of data to improve student achievement and performance vis-à-vis the Conceptual Framework. It is	“In 2012, Rochester College became a candidate for initial accreditation by the Teacher Education Accreditation Association (TEAC). In keeping with TEAC’s guidelines, the original Teacher Education Program (TEP) Conceptual Framework was redesigned into a series of ‘claims’ that retained the original core values of the Conceptual Framework. The TEP claims align with the Interstate Teacher Assessment and Support Consortium (InTASC) model for core teaching standards and support InTASC’s basic premise that an effective teacher must be able to integrate content knowledge with the specific strengths and needs of students to assure that all students learn and perform at high levels. In addition, all claims align with the Rochester College Institutional Learning Goals implemented for approval by the Higher Learning Commission of the

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<p>uses these results to foster student achievement through the modification and improvement of the conceptual framework(s) and programs.</p>	<p>important that this plan is developed to support the Rochester program as it evolves following probationary approval.”</p>	<p>North Central Association of Colleges and Schools (Criterion Four, Teaching and Learning: Evaluation and Improvement). During 2014-15, RC developed, with support and guidance from consultants from the Michigan Department of Education, a structured plan for continuous improvement which was described in the April 2015 Committee of Scholars Report. The plan utilizes a number of assessment measures to provide evidence for the quality of our TEP program as defined by the claims for our teacher candidates’ progress and learning. Current data collection allows the TEP to ensure a systematic approach to data analysis to provide evidence of the efficacy of the program and progress of the candidates. More specifically, data are disaggregated into significance to each program claim. To date, the faculty has engaged in regular evaluations of assessments to determine whether they are providing sufficient evidence to support the claims being made. Disaggregated claims analyses is in its very early stages due to the very small sample sizes which were available in the current 2014-2015 academic year. Holistic program evaluation has been completed with evidence based on EPI Scores, MTTC initial pass rates, and performance-based evaluations. As RC pursues accreditation from the Council for Accreditation of Educator Preparation (CAEP), the claims have been revised to align with CAEP and InTASC standards. The claims, along with data from key assessments, will continue to be the basis for continuous improvement in evaluating the program as a whole and teacher candidates’ effectiveness.”</p>

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I.D.2.a: Research and experience-based principles of effective practice for encouraging the intellectual, social, and personal development of students.	"The research base and best practices, which inform the teacher education program, need to be documented as Rochester College continues to refine its sequence of courses during the phase of probationary approval. For final approval, it is expected that an expanded research base will be in place."	<p>"The Rochester TEP is grounded in the research base and best practices as reflected by Michigan State Board of Education Michigan requirements, standards from the Council for the Accreditation of Educator Preparation (CAEP), InTASC Standards, the Danielson Framework, and Higher Learning Commission Institutional Goals. All syllabi for courses which are part of the TEP reflect goals and standards from these sources. The TEP has conducted regular reviews of programs and strengthened the alignment with State Standards accordingly. These reviews include:</p> <ul style="list-style-type: none"> • The mandated Elementary program review (2010-11) • Compliance with the Seventh Standard of the Professional Standards for Michigan Teachers (2011) • Review of programs in Language Arts (BX) and Social Studies (RX) • Addition of new programs in Secondary Integrated Science (DI), Secondary Psychology (CE), Secondary Health Education (MA), and Secondary Reading (BT) • Revision of courses in the Professional Core"
I.I.1: Higher education faculty who teach the general, content, professional, and pedagogical studies regularly collaborate in program planning and evaluation of all	"The unit will need a plan for sustained collaboration and for evaluation of all facets of the curriculum."	"The TEP formalized the collaborative process between education and content faculty through a system-based, rather than an individual-based, approach. This was done by assigning specific liaisons according to positions within the department (e.g., chair, dean, literacy specialist). Also, in order to consistently document our interaction and communication with the content area departments, TEP representatives are required to verify their contact/communication with their assigned departments. The <i>Documentation Verification Form</i> is due to the Dean of the

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facets of the curriculum.		School of Education by the first Monday of every month. The individual department communications are then compiled in a <i>Master Communication Spreadsheet</i> that includes all content areas. Content area faculty serve as advisors for student teachers as they prepare for their capstone projects which they present during the annual Academic Symposium each spring. Mentoring from content-area faculty allows for specialized content-specific discussions and interactions with experienced RC content faculty.”
I.I.2.a: Student teaching, internships, and other field experiences are collaboratively designed and implemented.	“The COS understands that the Directors of Student Teaching and Field Placement are planning to provide professional development training for mentor teachers. The COS encourages that this be done. The content-area faculty members are encouraged to participate in the supervision and support of student teachers in their content-area. The COS recommends some consolidation of the various procedural manuals (Governance, Policy, and Procedures Manual, Teacher Education Handbook,	“The Dean of the School of Education has, in the past, organized several professional development sessions for mentor teachers, using different formats, various focused topics, and time of day. However, attendance by mentor teachers has proven to be unpredictable. Therefore, the Dean incorporates one-to-one PD when he meets with the mentor teachers onsite during the day, or before/after school, typically four times per semester. Rochester College now offers the mentor teachers vouchers for two semester hours of credit which has created interest and more interactions with the TEP. Professional development opportunities occur in specially developed courses for the mentor teachers: Math Workshop Model in the Elementary School, Reading Workshop Model in the Elementary School, and Strategies for Teaching ELL Students. Six procedural manuals have been revised and/or consolidated into the following: 1. Governance, Policies, and Procedures Manual (2012) 2. Teacher Education Handbook (2012) 3. Student Teaching Handbook (2010)

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	Portfolio Guidebook, Assessment Strategies Mentor Handbook, Student Teaching Mentor Handbook, and College Supervisor Handbook).	4. College Supervisor Handbook (2007) 5. Portfolio Guidebook (2014)''
I.I.3: Collaborative relationships, programs, and projects are developed with P-12 schools, their faculties, and appropriate others to develop and refine knowledge bases, to conduct research, and to improve the quality of education.	''The COS expects to see an update in this area prior to final approval.''	<p>''Developing and strengthening collaborative partnerships between our faculty and classroom teachers has taught us how important this partnership is to the success of preservice teachers, faculty exposure to the real classroom, and the enhancement of student learning. The following list outlines most of the TEP's collaborative relationships:</p> <ol style="list-style-type: none"> 1. Student Teaching Collaborations: School districts of Rochester Community, Oxford, Lake Orion, Chippewa Valley, Avondale, Romeo, Allen Park, Warren Consolidated, Madison Heights 2. Adjunct Professors for the TEP: Regular hiring of educational professionals from public school districts to teach courses 3. Rochester Community Schools (RCS): Summer school program tutoring in math and reading 4. RCS (Hampton Elementary): RDG 4353: Diversity and Language Arts - Cooperative field placement between teacher candidates and ELL instructors 5. RCS (various kindergarten classrooms): RDG 4304: Reading and Language Arts - Field placement for early literacy 6. RCS (North Hill Elementary and McGregor Elementary): Tutoring practicum for RDG 4314: Content Reading

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		<p>7. Various Public School Districts and Private Schools: RDG 4913: Diagnosis and Differentiation in Reading Instruction - Meets requirements of all certified teachers advancing to the Professional Education Certificate in accordance with Michigan Revised School Code MCL 380.1531(4)</p> <p>8. RCS: Professional development days for teachers in math, reading, ELL labs done by RC staff</p> <p>9. RCS: Technology professional development (e.g., Smart Boards) for RC staff done by RCS technology staff</p> <p>10. Muskogee Public Schools, Oklahoma / J.L. Forster Secondary Schools, Windsor, Ontario / Salina Middle School, Dearborn, MI: Two week assignment where teacher candidates work with students in various diverse settings. http://www.rc.edu/academics/provost/integrated-learning/innovative-classes/</p> <p>11. Avondale Public Schools: Professional development days for teachers in math and reading labs done by RC staff</p> <p>12. Fraser, Oxford, Madison, and Rochester Public Schools: Early College Program</p> <p>13. Oakland Christian School: Teacher candidates help facilitate hands-on activities at the Outdoor Education Classroom that was developed through a collaborative competitive grant from the Detroit Auto Dealers Association, Charitable Foundation Fund.”</p>
II.B.1: The unit has and implements an	“Prior to final approval, the unit needs to undertake and	“The overall trend shows an increase in the percentage of diverse teacher candidates from 2005 to the current

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explicit plan with adequate resources to recruit, admit, and retain a diverse student body.	document annual evaluation of the appropriateness of steps to strengthen the recruitment plan.”	academic year (2015-16). Although the percentage of diverse students for the total student body has stayed relatively stable, the percentage of diverse teacher candidates has increased. After the May 2013 on-site visit by the Committee of Scholars, no further action was recommended.”
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.	”Prior to final approval, the unit needs to undertake and document annual evaluation of the appropriateness of steps to strengthen the recruitment plan.”	”The Dean of the School of Education is regularly involved in the process of discussing with the Department of Enrollment Services (DES) any operational-level modifications, improvements, and revisions to recruiting practices, as well as changes and updates specific to the TEP. The Dean of the DES, Dean of the School of Education, and member of the education faculty met to discuss formalizing a report between the TEP and DES.”
II.B.3: The student body is culturally diverse.	”The unit needs a plan for promoting and expanding the cultural diversity of the student body.”	”Developing and increasing a culturally diverse student body is a priority for admissions and recruiting since RC believes that all students benefit from interactions with those of differing cultural and ethnic backgrounds. In fact, one of RC’s Institutional Learning Goals for the Higher Learning Commission relates to Cultural Literacy and states, ‘Students will be able to understand, appraise, and respectfully engage in their own and others’ histories, practices, artifacts, and belief systems’ (Rochester College Course Catalog, 2015-2016, p. 7). We recognize that the culturally diverse composition of TEP candidates is directly affected by the cultural diversity of the overall student

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		<p>body. The DES implements specific initiatives for recruiting culturally diverse students. There are also support systems in place once culturally diverse students become part of the Rochester College community. For example in 2015, a faculty member was specifically designated as an ESL Coordinator between international students and faculty and the Academic Center for Excellence is available to provide resources and services to all students.</p> <p><u>Department of Enrollment Services Recruiting Initiatives for Cultural Diversity:</u></p> <ol style="list-style-type: none"> 1. Early College Program – The ECP enrolls international high school students from the Oxford and L’Anse Cruse school districts into RC courses 2. Campus Residence – In 2014-15, a group of Chinese students from Oxford resided in one of the dorms on campus. 3. Formal Partnerships with Organizations: There are partnerships with organizations whose specialty is enrolling international students at American colleges. Some of these include: Wellspring (India, Mongolia, Republic of Congo), Weiming (China), BCC (China), and Michigan Math and Science (Turkey). 4. Athletics - There is an emphasis on recruiting student athletes from countries such as Greece, Brazil, and Lithuania. 5. Canada - Due to RC’s close geographical proximity to the country of Canada, the greatest proportion of international students in our traditional program are Canadian. There is also a close partnership with Great Lakes Christian High School in Beamsville, Ontario.

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		<p>6. Women of Tomorrow – Gender differences are also considered when thinking about diversity. Rochester College is a partner in the Women of Tomorrow mentorship program for high school girls, located in Detroit, MI. RC provides scholarships to some of these girls who show academic promise but might not otherwise be able to attend college because of financial limitations.</p> <p>7. Culturally Diverse Recruiters – The DES has a policy that the admissions recruiters will include culturally diverse men and women. In addition, for the 2015-16 academic year, a graduate from the TEP is working as a recruiter and can inform potential teacher candidates on specifics of the TEP.</p> <p>8. Teacher Education Program Recruitment Brochure - A plan is in place to develop a brochure designed about the strengths of the RC TEP, including a commitment for cultural diversity, for admissions recruiters to distribute and discuss with potential students.</p> <p><u>“Campus-Wide Opportunities for Varied Cultural Experiences.</u> A component of the Rochester College ‘academic vision’ is a confirmation and model of social justice and servant leadership as stated in the Rochester College Faculty Handbook, 2013-2014: ‘... The college promotes an inclusive learning experience that welcomes students from all backgrounds, regions of the United States, and foreign countries. Students may also choose to study abroad through our GEO (Global Educational Opportunities) program’ (p. 4).</p>

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		<ul style="list-style-type: none"> • Global Educational Opportunities (GEO) – Study abroad for one semester. • GEO Africa Program - Partners with the Kibo Group in Jinga, Uganda to allow students opportunities to live on-site for a summer to provide resources, ideas, and participate in creative partnerships with businesses like the Source Café. • Guest Speakers – Examples are the Executive Director of the Council for American-Islamic Relations in Michigan talking about the work that he does and the current climate of American-Islamic relations and Rabbi Joseph Klein speaking on Old Testament historical events. • Field Trip to Siegfried Horn Archaeological Museum in Berrien Springs at Andrews University – TEP and other faculty members with various students learn about ancient Egypt <p><u>“Cultural Experiences Exclusively for Teacher Education Candidates.</u> Some experiences are designed specifically for candidates in the TEP. They include:</p> <ol style="list-style-type: none"> 1. EDU 3271: Ethics, Philosophy, and Culture Field Experience – This experience is designed to build cross-cultural awareness, understanding and sensitivity in teacher candidates and is a requirement for all teacher candidates. They travel to Muskogee, Oklahoma for two weeks and live and work with children at the Murrow Indian Children’s Home and in Muskogee Public Schools. In some cases, candidates work with the Forster Secondary Schools, Windsor, Ontario, or Salina Middle School, Dearborn, MI.

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		<p>2. RDG 4353: Diversity and Language Arts – This course helps teacher candidates learn to create instructional environments that support individual differences, particularly in language development. The instructor is a certified SIOP (Sheltered Instruction Observation Protocol) trainer for Rochester Community Schools.</p> <p>3. Small Group Sessions – The Dean of the School of Education meets with high school students enrolled in RC’s Summer Scholars Program to discuss their interest in pursuing a career in education. Also, the Enrollment Department arranges meetings with professors, advisors, or classroom visits which are customized to the interests of any students who are considering a teaching career.”</p>
<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>“Prior to final approval, the COS will review this assessment data.”</p>	<p>“Systematic procedures and processes for collection of assessment data for teacher candidates were developed in the form of ‘key assessments’ with established benchmarks for success. A timeline of decision points was developed to indicate how teacher candidates may advance. The decision points summarize how criteria are systematically evaluated in order for each teacher candidate to advance through each level of the TEP and, if necessary, participate in a remedial plan of action. Rationales were provided for each criterion and how each benchmark for success affects a candidate’s acceptance into and continuance in the program until the completion of student teaching.”</p>
<p>II.C.3: Assessment data are systematically used to assist candidates</p>	<p>“Prior to final approval, the COS will review the results of this process.”</p>	<p>“Prior to the development of key assessments in 2014-15, data sources were embedded in TEP courses and were regularly reviewed to determine teacher candidates’ progress. When it was decided that a candidate was not</p>

Indicator	COS Activity/Goal for Final Approval	Rochester College Response
who are not making satisfactory progress.		<p>making satisfactory progress, one or more actions were taken:</p> <ul style="list-style-type: none"> • Meeting with advisor to discuss alternative career choices • Referral to the Academic Center for Excellence lab • Requirement for additional, relevant coursework • Regular meetings with student teaching supervisor • Repetition of field placements • Reconsideration of whether there is a suitable fit between a teacher candidate and his or her mentor teacher”
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>“The COS would like to see more evidence for this standard, which aligns learning experiences, knowledge, and assessment. This assessment could be incorporated with the measures specified in II.C.1.”</p>	<p>“TEP faculty and members of the Teacher Advisory Council regularly monitor and review data that affect teacher candidates’ progression through the program. All key assessments, admission criteria, and MTTC results are examined at decision points for each candidate where it is decided whether he or she will advance to the next level, participate in a plan of action, or leave the program. (see II.C.1 above)”</p>
II.C.6: Through publications and faculty advising, the candidates are provided with clear information about policies and requirements.	<p>“As the number of candidates expands, the unit needs to review its advisor/advisee ratio and develop a plan for equitable advising.”</p>	<p>“Adjustment of the advising ratios between advisors and advisees is not relevant at this time. Consistent with trends across the State of Michigan, Rochester College has experienced a decline of candidates enrolled in the TEP. However, it should be noted that RC’s decline is significantly less than in other private institutions. The TEP will continue to monitor enrollment changes and make advising adjustments accordingly.</p>

Indicator	COS Activity/Goal for Final Approval	Rochester College Response
		<ul style="list-style-type: none"> • Percentage Decline for Candidates who took the MTTC: (2002-2014) <ul style="list-style-type: none"> ○ Statewide Public Institutions: -49.4% ○ Statewide Private Institutions: -53.4% ○ Rochester College: -5.9% • Percentage Decline for RC Declared Teacher Education Students (2002-2015): -79% • Percentage Decline for RC Candidates who Finish the Program (2002-2015): -14%
<p>II.D.1: The unit establishes and publishes a set of criteria/outcomes for exit from each professional education program.</p>	<p>"The assessment instruments and data will be evaluated prior to final approval."</p>	<p>"Preliminary data gathered from the 2014-15 key assessment were evaluated during the 2014-15 academic year. Prior to the development of key assessments, data sources were embedded in TEP courses and were regularly reviewed. The data were reviewed, using established benchmarks for success, to determine each teacher candidate's professional competence and his or her ability to advance through each 'gate' of the program."</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</p>	<p>"The data will be evaluated for final approval and ongoing re-approval of RC as a teacher preparation unit."</p>	<p>"The TEP's claims support the overall goal that completers of the program will be professionally competent and effective classroom teachers. Each claim describes a different aspect of this overall goal. As a result, seven different criteria were considered when developing the multiple and varied key assessments. Early data analysis and findings from 2014-15 key assessments were completed and submitted in the April 01, 2015 Committee of Scholars report. Key assessments and benchmarks for success were evaluated in consideration of program claims related to teacher candidates' progress. However, because of the small sample size, the interpretation is very tentative or must wait until more data are collected."</p>

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observed performance in schools, standardized tests, and course grades.		
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.	"Prior to the final approval, the unit needs to have shown progress related to faculty development."	<p>"Earned doctorates:</p> <ul style="list-style-type: none"> • 2005-2006 = 12% full-time faculty * • 2014-2015 = 29% full-time faculty * <p>* Note: One full-time faculty member does not have a doctorate but has extensive professional experience in writing curriculum materials for publication and instruction with 33 years' experience in ethnically and culturally diverse schools in Windsor, Ontario."</p>
III.A.2.a: The teaching, scholarship, and service of faculty demonstrate that they are teacher scholars.	"Prior to final approval, the unit needs to document its continued work in this area and to begin to better define the expectations for scholarship in the education program at Rochester College."	<p>"The faculty in the teacher education program are evaluated on the same criteria as all faculty at Rochester College. These are:</p> <ul style="list-style-type: none"> • Effective teaching • Research • Preparation and study • Student growth and development • Service to the college and community" <p>(Excerpt from "Scholarship Defined," <i>RC Faculty Handbook</i>, pp. 33-34)</p>
III.A.3: Higher education faculty are actively involved with the professional world of practice in P-12 schools, and	"The unit needs to develop a plan for enriching its mathematics instruction to include manipulative materials and undergirding concepts that relate to best-	"The use of manipulatives is enthusiastically supported and practiced by Rochester College education faculty. ... Manipulatives for teaching math is emphasized in MAT 2213 / 2223 and MAT 3343 (for elementary candidates) and EDU 4684 (for secondary candidates). The math manipulatives collection was substantively increased

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are engaged in dialogue about the design and delivery of instructional programs.	practice and research about teaching mathematics.”	through a donor’s gift. Virtual manipulatives were made available through the Smart Board technology installed in the designated education classroom. ... Hazel Park High School, working in partnership with Rochester College as the STEM partner, received a Michigan Department of Education Mathematics and Science Partnership (MSP) grant in spring 2014. Funding was used for professional development in math instruction for teachers at Hazel Park High School and for purchasing equipment used for math education including laptop computers, Smart Boards, iPads, ceiling projectors, bundle calculators, and Smart Notes.”
III.B.1: The unit has and implements an explicit plan with adequate resources to ensure hiring and retaining of a diverse faculty.	“Prior to final approval, the unit must demonstrate progress toward hiring and retaining diverse faculty.”	“The faculty in the Teacher Education department, recognizing and accepting the mission and purposes of Rochester College, engages in the following activities to recruit candidates from underrepresented populations to fill faculty vacancies: (a) modification of position descriptions, (b) use of personalized recruiting techniques, and (c) seek administrative support for candidates from underrepresented groups to further their terminal degrees or to engage in research.”
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.	“The unit needs to identify ongoing recruiting goals.”	<p>“Progress has been to increase the percentage of faculty with doctorates and who are culturally diverse.</p> <ul style="list-style-type: none"> • 2005-2006 <ul style="list-style-type: none"> ○ Doctorate Full-Time: 12% ○ Doctorate Adjunct: 18% ○ Diversity Full-time: 0% ○ Diversity Adjunct: 0% • 2014-2015 <ul style="list-style-type: none"> ○ Doctorate Full-Time: 29% ○ Doctorate Adjunct: 36%

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		<ul style="list-style-type: none"> ○ Diversity Full-time: 0% ○ Diversity Adjunct: 29%
III.B.3: The faculty is culturally diverse.	"Within the constraints of Rochester College hiring policies, the unit has to plan for hiring a culturally diverse, well-qualified faculty."	"Due to current financial restraints and the decline in enrollment in the TEP, Rochester College is not expanding any faculty positions at this time. However, at which time the TEP is allowed to hire faculty, the TEP will adhere to the policy described in Section 3.9 of the <i>Governance Manual</i> ."
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.	"As the faculty expands, the institution will need to consider this standard when reviewing applicants for faculty positions."	<p><u>"3.9: Recruitment of Faculty from Underrepresented Populations.</u></p> <p>Mission: The faculty in the Teacher Education department, recognizing and accepting the mission and purposes of Rochester College, engage in the following activities to recruit candidates from underrepresented populations to fill faculty vacancies.</p> <p>"Activity I. Modify position descriptions to read 'Applications are strongly encouraged from candidates from underrepresented groups in teacher preparation.'</p> <p>"Activity II. Use personalized recruiting techniques.</p> <ol style="list-style-type: none"> a. Contact professional organizations and schools. b. Contact sister institutions and churches in the Detroit area with diverse congregations. c. Contact key minority leaders in Churches of Christ for names and recommendations. <p>"Activity III. Seek Administrative Support</p> <ol style="list-style-type: none"> a. Request support for candidates from underrepresented groups whose dissertation is in progress. b. Request additional research funds are made available for faculty from underrepresented groups to engage in research."

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		(Excerpt from <i>Rochester College Teacher Education Governance, Policy, and Procedures Manual</i> , Fall 2015, pp. 23-24)
III.C.1: Workload policies and assignments accommodate faculty involvement in teaching, scholarship, and service, including working in P-12 schools, curriculum development, advising, administration, institutional committee work, and other internal service responsibilities.	"Prior to final approval, the COS will review data on advisement loads."	"After the May 2013 on-site visit by the Committee of Scholars, no further action was recommended."
III.C.2.a: The load for faculty teaching each semester/quarter generally does not exceed 12 semester/quarter hours for undergraduate	"A plan for overseeing adjuncts is necessary for final approval."	"The Dean of the School of Education interviews, hires, and oversees adjunct faculty for professional studies and elementary education minor course work. Depending on the content area, the Dean may assign TEP faculty to oversee adjuncts in their particular areas of expertise. TEP faculty assigned to oversee adjuncts will review course syllabi to be sure appropriate standards are included. This policy has been updated and placed in the Fall 2015 <i>Rochester College Teacher Education Governance, Policy,</i>

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courses, 9 semester/quarter hours for graduate courses, and an appropriate prorating for a combination of undergraduate and graduate courses.		<i>and Procedures Manual</i> and will be presented to the Teacher Advisory Council."
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.	"As the program expands, the institution will need to continue plans to hire new faculty with terminal degrees, appropriate background/experiences, and cultural diversity."	"Since the initial Committee of Scholars response in 2005, the School of Education has hired a dean for the program, Dr. Mel Blohm. His background experience in public school teaching, coaching, and administration is valuable in guiding the TEP toward final approval and beyond. Due to current financial restraints and the decline in enrollment in the TEP, Rochester College is not expanding any full-time faculty positions at this time. However, the percentage of culturally diverse adjunct faculty has increased from 0% in 2005-2006 to 29% in 2014-2015."
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'	"As the program expands, the unit needs to plan for communicating course content and performance expectations to the adjuncts."	"TEP faculty assigned by the Dean to oversee adjuncts will review course syllabi to be sure relevant State standards are included. Regular and periodic communication will be scheduled between the TEP faculty and adjuncts."

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conceptual framework(s).		
IV.A.3.c: There are sufficient numbers of administrative, clerical, and technical staff to support the programs offered.	"As the program grows, there will be a need for additional support and the COS will need to see a plan for that."	"Consistent with trends across the State of Michigan, Rochester College has experienced a decline of students enrolling in the TEP. However, it should be noted that RC's decline is significantly less than in other private institutions. The TEP will continue to monitor enrollment changes and make staffing adjustments accordingly. (See II.C.6)"
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.	"Prior to final approval, the unit needs to implement the monitoring process for long-range planning, and to use the information gained from the monitoring to make needed changes in the planning process."	"As required by the CAEP accreditation process, the TEP will be required to make a commitment to continuous improvement. CAEP states, '... each EPP seeking accreditation (must) engage in a thorough, evidence-based, self-study process in which it both examines each constituent line of education preparation and presents evidence for its entire effort at educator preparation in aggregate' (<i>Guide to CAEP Accreditation: The Inquiry Brief Pathway</i> , p.4). After receiving accreditation, the TEP will be required to submit an Annual Report of progress on the improvement plan in April of each year."
IV.B.2: Higher education faculty have well maintained and functional office, instructional, and other space to carry out their work effectively.	"The COS will review this again prior to final approval."	"A classroom in the Richardson Academic Center (RAC 117) has been dedicated to teacher education courses, although shared with other departments when needed. During the 2014-15 academic year, all teacher education courses were held in this classroom. The RAC 117 classroom has available bulletin boards for TEP courses plus a storage cabinet for art supplies and math manipulatives. It is also equipped with a computer, projector, and Smart Board."
IV.B.4: Library resources provide	"Prior to final approval, the COS will examine the growth	"The library holdings dedicated to the College of Education have been continually monitored and updated since the

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adequate scope, breadth, currency, and multiple perspectives; they are systematically reviewed to make acquisition decisions.	in the library holdings related to curriculum and pedagogy. The COS will be looking specifically for resources that promote scholarship and meet the needs of a growing number of teacher candidates."	2005 CoS visit. Faculty and the Dean in the TEP are consulted each year as the library spends funds to regularly update holdings, particularly in the children's and youth literature sections. A detailed account of holdings and expenditures for teacher education from 1999-2012 was submitted at the 2013 CoS site visit and no further action was recommended."
IV.C.2: Resources are allocated to programs in a manner that allows each one to meet its expected outcomes.	"The COS will monitor the growth of the curriculum library."	"Teacher guides and manuals for various subject areas have been reviewed by several TEP faculty members and curriculum materials have been both added and reduced to provide students with the most up-to-date resources. After the 2013 CoS site visit, no further action was recommended."