



STATE OF MICHIGAN
DEPARTMENT OF EDUCATION
LANSING

RICK SNYDER
GOVERNOR

BRIAN J. WHISTON
STATE SUPERINTENDENT

MEMORANDUM

DATE: January 4, 2016

TO: State Board of Education

FROM: Brian J. Whiston, Chairman 

SUBJECT: Presentation on Final Approval of the College for Creative Studies as an Educator Preparation Institution

The College for Creative Studies (CCS), located in midtown Detroit, strives to provide students with the tools needed for successful careers in the dynamic and growing creative industries. The CCS is a major supplier of talent to numerous industries, such as transportation, film and animation, advertising and communications, consumer electronics, and athletic apparel. Its graduates are exhibiting artists and teachers, designers, and innovators, as well as creative leaders in business.

On May 22, 2003, the State Board of Education (SBE) granted preliminary approval to the CCS as a Michigan Educator Preparation Institution (EPI) authorized to grant initial secondary certificates with K-12 Visual Arts Education endorsements. In 2007, under the mentorship of Hope College, the CCS submitted an application to the Michigan Department of Education for probationary approval. A SBE-appointed Committee of Scholars (COS) reviewed this application and requested additional program information and documentation. The COS met separately and with the CCS representatives during 2011-2012. These meetings led to a site visit during May 2012 and a unanimous COS decision to recommend the CCS to the SBE for probationary approval as a Michigan EPI. The current membership of the COS is presented in Attachment A.

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During its period of probationary approval, the CCS has made strong progress toward meeting the SBE criteria for final approval as an EPI as well as satisfying the COS' expectations for continuous improvement.

One note-worthy point is that the Michigan Test for Teacher Certification performance of the CCS' teacher candidates has been excellent. The CCS initial passing percentage was 100% for 22 tests taken over the most recent three-year reporting period ending 2014. This passing percentage exceeded the statewide initial passing percentage of 88.4% (for 298 tests taken).

On August 17, 2015, the CCS submitted an application for final approval. The COS agreed unanimously (Attachment B) that the CCS met the application requirements set forth for final approval as follows:

- The institution fully meets all state code and 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 the CCS met the goals and activities suggested by the COS during its probationary period as documented in the Michigan Department of Education Report for Final Approval (Attachment C). The SBE will be asked to grant final approval to CCS at the February 9, 2016 meeting. If this approval is granted, the CCS 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 the College for Creative Studies

Timothy Brisbois
Principal
Anchor Bay Middle School

Dr. William Charland
Associate Professor of Art
Western Michigan University

Dr. Susan English
Director of Institutional Research & Assessment
Associate Professor
Aquinas University

Dr. Karen Obsniuk
Dean
College of Education
Madonna University
Committee of Scholars Chairperson



A Catholic University in the Franciscan Tradition

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November 5, 2015

Ms. Leah Breen
Professional Preparation Services
608 West Allegan
P.O. Box 30008
Lansing, MI 48909

email: BreenLI@michigan.gov

Dear Ms. Breen,

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

Located in Detroit, the CCS features two campuses, which have state of the art studios and classroom facilities. The CCS proposes an innovative model for the preparation of art educators, in which art education programs emphasize an integrative approach to art and design education, and a strong commitment to the urban community.

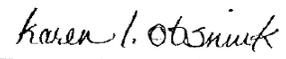
The CCS received preliminary approval from the Michigan State Board of Education (SBE) in May 2003 to begin development of a teacher preparation program, under the mentorship of Hope College. In September 2007, the SBE appointed a Committee of Scholars (CoS) to review the CCS' development during preliminary status. The CoS consisted of four individuals representing different stakeholder perspectives on teacher preparation: Chair – Dr. Karen Obsniuk, Madonna University; Dr. William Charland, Western Michigan University; Dr. Susan English, Aquinas University; Timothy Brisbois, Principal Anchor Bay Middle School.

Between October 2003 and May 2012, the CoS reviewed the CCS' policies and procedures, consulted with CCS faculty and administrators, and conducted an on-site visit to interview the CCS students, faculty, and administrators. The CoS determined that CCS was successfully implementing an educator preparation program under the mentorship of Hope College and recommended that the SBE grant the CCS probationary approval to present candidates for Michigan teacher certification. The SBE granted the CCS probationary approval in September 2011, which allowed the college to operate independently from Hope, continue implementing its own policies, and recommend candidates directly to the MDE.

The CCS submitted a request for full approval to the MDE during August 2015. The CoS reviewed the request and accompanying documentation and considered the progress the CCS made since probationary approval. Of particular note are two unique strengths. A particular strength is that this program is conducted in an urban setting, which allows for diverse and inclusive field placements. Further, the strong collaborations with the P-12 settings, particularly with the Henry Ford Academy, afford candidates and their students opportunities to share their talents and knowledge throughout the community in structured service learning projects.

The CoS is recommending that the CCS be granted final approval as a Michigan educator preparation institution without reservation.

Most sincerely,

A handwritten signature in cursive script that reads "Karen L. Obsniuk".

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

**Michigan Department of Education Report for Final Approval
of the College for Creative Studies as a Michigan Educator
Preparation Institution**

October 23, 2015

Summary

The College for Creative Studies (CCS), located in midtown Detroit, strives to provide students with the tools needed for successful careers in the dynamic and growing creative industries. The CCS is a major supplier of talent to numerous industries, such as transportation, film and animation, advertising and communications, consumer electronics, and athletic apparel. Its graduates are exhibiting artists and teachers, designers, and innovators, as well as creative leaders in business.

Founded in 1906 as the Detroit Society of Arts and Crafts, the CCS traces its roots back to the early 1900s, when a group of local civic leaders were inspired by the English Arts and Crafts movement and formed a formal, four-year program in art. By 1926, the Art School of the Detroit Society of Arts and Crafts (Art School) grew to an enrollment of 280 students.

The Art School officially became a college in 1962, when the Michigan Department of Education (MDE) authorized the institution to offer a Bachelor of Fine Arts in industrial design. Eight years later, the college was awarded the right to provide degrees in all of their major programs. The National Association of Schools of Art and Design granted the institution accreditation in 1972, and the North Central Association of Colleges and Schools granted regional accreditation in 1977.

Over the next decades, the college changed its name, moved, and expanded. Today, the college's campus is made up of two unique sites: the Walter and Josephine Ford Campus and the A. Alfred Taubman Center for Design Education. The Ford Campus houses the Art Education, Crafts, Entertainment Arts, Fine Arts, Foundation, Liberal Arts, and Illustration undergraduate departments. The Taubman Center, located in Detroit's midtown, houses the Advertising: Copywriting, Advertising: Design, Graphic Design, Interior Design, Product Design, and Transportation Design undergraduate departments as well as the graduate programs in Design and Transportation Design.

The college's legacy has contributed to its recognition as an international leader in art and design education. In 2007 *Bloomberg Business Week* listed the CCS among the top design schools in the world. The CCS now enrolls more than 1,400 students seeking undergraduate degrees across 12 majors and graduate degrees in design and transportation design. The CCS also offers non-credit courses in the visual arts through its continuing education programs and annually provides over 4,000 high-risk Detroit youth with art and design education through the Community Arts Partnerships programs. Additionally, the CCS has a close working relationship with the Henry Ford Academy: School for Creative Studies. This public charter middle and high school enrolls more than 800 students in a high-performance academic curriculum, focusing on art and design.

On May 22, 2003, the State Board of Education (SBE) granted preliminary approval to the CCS as an Educator Preparation Institution (EPI) for the purpose of offering an initial secondary Visual Arts Education endorsement program. Under the mentorship of Hope College, the CCS submitted an application to the MDE for probationary approval, which is the regular and next step in moving toward final approval. During 2007, a SBE-appointed Committee of Scholars (COS) reviewed this application and requested additional program information and documentation. During 2011, the CCS provided a response to the COS. The COS met separately and with the CCS representatives during 2011-2012. These meetings led to a site visit during May 2012 and a unanimous COS decision to recommend the CCS to the SBE for probationary approval as a Michigan EPI.

During its period of probationary approval, the CCS has made strong progress toward meeting the SBE criteria for final approval as an EPI as well as satisfying the COS' expectations for continuous improvement. Furthermore, the Michigan Test for Teacher Certification performance of teacher candidates in the Visual Arts Education program has been excellent. The CCS initial passing percentage was 100% for 22 tests taken over the most recent three-year reporting period ending 2014. This passing percentage exceeded the statewide initial passing percentage of 88.4%.

Standards for the Initial Approval of the Professional Education Unit

The Committee of Scholars (COS) determined that the College for Creative Studies (CCS) has met all standards and indicators as applicable for initial approval of its professional education unit and recommends to the State Board of Education (SBE) that the CCS be granted final approval as a Michigan Educator Preparation Institution (EPI). 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 the CCS' fulfillment of these standards and indicators in its recommendation for probationary approval, the COS established goals in eleven indicators for the CCS to achieve before making its recommendation for final approval.

This table presents the actual language of the both the COS' directions to the EPI for continuous improvement activities and goals and the CCS' responses. These directions were provided as part of the formal documentation for the CCS' probationary approval.

Indicator	COS Activity/Goal for Final Approval:	CCS Response:
I.D.2.k: Educational technology, including the use of computers and other technologies in instruction, assessment, and professional productivity.	"There is ample evidence of technology use by candidates and integration into instruction. The COS team recommends the Visual Arts Education department continue efforts to fully meet the Michigan professional standards for integrating current technology into teaching and learning; for example, integrating technology standards specified in relevant SBE-approved standards."	"The CCS Art Education Department continues to integrate cutting edge technology throughout its program. In response to the COS recommendations to fully meet the Michigan professional standards for integrating current technology into teaching and learning the CCS addresses the SBE approved PSMT May 2008 content standard 7. The following are examples of technology integration within coursework: DFN 119 Digital Fundamentals, an

Indicator	COS Activity/Goal for Final Approval:	CCS Response:
		introductory course in computer skills is a requirement to complete the Foundation curriculum. Students explore the computer as a tool in support of artist/designer's practice, including software required for the college information system, word processing and creative digital imagery in both pixel and vector based software. All Art Education courses require use of technology in research, design, and delivery of assignments."
II.A.1.c: The admission procedures for post-baccalaureate initial preparation programs and advanced programs unsure that candidates have attained appropriate depth and breadth in both general and content studies.	"A review of student records provides evidence that the chairperson reviews individual transcripts and creates program plan based on individual student needs. Team recommends that the teacher education program formalizes and documents the transfer review requirements and processes."	"All forms required for admittance and transfer to the College have been digitized. The process of review is stated on the CCS website at undergraduate admissions transfer, under student admissions requirements. All forms, such as the Change of Major Form, Curriculum Change Form, Plan of Work, and Registration Permission Form are all formalized and digitized."
II.B.2: The unit's efforts and success in meeting goals for recruiting candidates from culturally diverse backgrounds are evaluated annually, and	"The COS observed some diversity among candidates; however, the COS was unable to find a written formal plan for continued development of a	"Art Education Department Diversity Statement: In accordance with the Council for the Accreditation of Educator Preparation (CAEP) and Interstate Teacher Assessment and

Indicator	COS Activity/Goal for Final Approval:	CCS Response:
<p>appropriate steps are taken to strengthen its plan for the future.</p>	<p>more diverse candidate population. The COS team recommends the unit develop a plan for recruiting a diverse student body that includes target goals and an annual review process.”</p>	<p>Support Consortium (InTASC) Model Core Teaching Standards, the CCS Art Education Department believes that diversity encompasses a broad range of aspects including individual differences (e.g., personality, interests, learning modalities, and life experiences), and group differences (e.g., race, ethnicity, ability, gender identity, gender expression, sexual orientation, nationality, language, religion, political affiliation, and socio-economic background). (CAEP p4, InTASC p21) CCS is a member of the Michigan Higher Education Recruitment Consortium (MI-HERC) whose mission is to support the efforts of its member institutions to recruit and retain outstanding faculty, administrators and support staff through the sharing of information and resources. Through collaboration, innovation, and mutual investment, MI-HERC seeks to engage in employment outreach efforts to achieve diversity and excellence in faculty, other academic personnel, staff, and senior management applicant pools and to help identify</p>

Indicator	COS Activity/Goal for Final Approval:	CCS Response:
		<p>employment opportunities for dual career couples, an increasingly important factor in higher education recruitment and retention. Additionally, the Art Education Department has a recruitment plan which includes annual presentations to incoming freshman and transfer students to inform them of the program and opportunities within education."</p>
<p>III.A.2.a: The teaching, scholarship, and service of faculty demonstrate that they are teacher scholars;</p>	<p>"Scant evidence of professional recognition may be a function of the culture and expectations of the institution. Visual arts education faculty hold doctoral degrees, and in order to meet professional norms, should publish and/or exhibit in a peer-reviewed venue, and present scholarship at a national conference, at least once each academic year. Institutional support is recommended to allow opportunities for faculty to engage in scholarship, as articulated in the CCS Faculty Handbook, and expected for</p>	<p>"Since the COS on-site visit in May of 2012 the College has reinstated available support funds for Faculty Professional Practice. The budget for 2015-16 is \$60,000, which averages \$1,395 per faculty. Additionally, both the Provost and the Undergraduate Dean have contingency funds to support development should the \$60,000 be exhausted before the end of the year. Funds are distributed on the merit of the proposal."</p>

Indicator	COS Activity/Goal for Final Approval:	CCS Response:
	contract renewal and advancement.”	
<p><u>III.A.4:</u> Higher education faculty are actively involved in professional associations and provide education related services at the local, state, national, and/or international levels in their areas of expertise and assignment.</p>	<p>“Scant evidence of professional recognition may be a function of the culture and expectations of the institution. Visual arts education faculty members hold doctoral degrees, and in order to meet professional norms, should publish and/or exhibit in a peer-reviewed venue, and present scholarship at a national conference, at least once each academic year. Institutional support is recommended to allow opportunities for faculty to engage in scholarship, as articulated in the CCS Faculty Handbook, and expected for contract renewal and advancement.”</p>	<p>“Since the COS on-site visit in May of 2012 the College has reinstated available support funds for Faculty Professional Practice. The budget for 2015-16 is \$60,000, which averages \$1,395 per faculty. Additionally, both the Provost and the Undergraduate Dean have contingency funds to support development should the \$60,000 be exhausted before the end of the year. Funds are distributed on the merit of the proposal. Additionally, as Liaison to HFA: SCS art and design charter school located on the CCS campus, the Chair is responsible for providing Professional Development and Curriculum Development, in addition to final approval of art team hires. This is a year-round commitment. The Art Education Chair is on the Detroit Institute of Art (DIA) Learning and Instruction Committee, which meet bi-monthly to oversee the DIA education programs. Through that committee I initiated a partnership between CCS Art Education</p>

Indicator	COS Activity/Goal for Final Approval:	CCS Response:
		<p>Department and the DIA. I wrote four job descriptions for AE students to assist DIA tour guides, studio artists, and curators with the Art Discovery Program for elementary students from the Tri-County area and the Annual DPS art exhibit. This proved to be extremely successful and we will expand the program in the near future."</p>
<p>III.B.1: The unit has and implements an explicit plan with adequate resources to ensure hiring and retaining of a diverse faculty.</p>	<p>"The CCS Strategic Plan must be finalized and published including plan and procedures for hiring and retaining of diverse faculty."</p>	<p>"CCS is a member of the Michigan Higher Education Recruitment Consortium (MI-HERC) whose mission is to support the efforts of its member institutions to recruit and retain outstanding faculty, administrators and support staff through the sharing of information and resources. Through collaboration, innovation, and mutual investment, MI-HERC seeks to engage in employment outreach efforts to achieve diversity and excellence in faculty, other academic personnel, staff, and senior management applicant pools and to help identify employment opportunities for dual career couples, an increasingly</p>

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		important factor in higher education recruitment and retention. The Strategic Plan is complete and available for review by all CCS employees. Hiring and retaining diverse faculty is addressed in Strategic Plan 4.10: Review and revise procedures to assure that each employment search generates a diverse pool of candidates. Efforts made toward this goal include the recent hire of an African American to a full-time position in Fine Arts."
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'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. Implementation of Strategic Plan should include annual review of diversity plans."	"See III.B.1 Response. The Art Education Department adheres to the hiring plan for the College. CCS Art Education Department has one female full-time faculty member of Caucasian decent and 5 adjuncts: 1 Female Asian, 1 Female African American, and 3 Caucasians 1 male 2 Female"
III.C.1: Workload policies and assignments accommodate faculty involvement in teaching, scholarship, and service, including working in P-12 schools, curriculum development, advising,	"Visual arts education faculty members hold doctoral degrees, and in order to meet professional norms, should publish and/or exhibit in a peer-reviewed venue, and present scholarship at a	"Since the COS on-site visit in May of 2012 the College has reinstated available support funds for Faculty Professional Practice. The budget for 2015-16 is \$60,000, which averages \$1,395 per faculty. Additionally, both the Provost and the Undergraduate

Indicator	COS Activity/Goal for Final Approval:	CCS Response:
administration, institutional committee work, and other internal service responsibilities.	national conference, at least once each academic year. Institutional support is recommended to allow opportunities for faculty to engagement in scholarship, as articulated in the CCS Faculty Handbook, and expected for contract renewal and advancement."	Dean have contingency funds to support development should the \$60,000 be exhausted before the end of the year. Funds are distributed on the merit of the proposal."
III.D.1: Policies and practices encourage professional education faculty to be continuous learners.	"Institutional support is recommended to allow opportunities for faculty to engage in scholarship, as articulated in the CCS Faculty Handbook, and expected for contract renewal and advancement."	"Since the COS on-site visit in May of 2012 the College has reinstated available support funds for Faculty Professional Practice. The budget for 2015-16 is \$60,000, which averages \$1,395 per faculty. Additionally, both the Provost and the Undergraduate Dean have contingency funds to support development should the \$60,000 be exhausted before the end of the year. Funds are distributed on the merit of the proposal. In addition, the faculty review process is being reviewed by the Provost with an expectation of raising the value of professional practice. This will no doubt

Indicator	COS Activity/Goal for Final Approval:	CCS Response:
		necessitate increasing professional development budgets.”
<p>IV.B.1: Support for professional development is at least at the level of other units in the institution.</p>	<p>“At the time of final approval, evidence of equitable development for education faculty is needed.”</p>	<p>“Since the COS on-site visit in May of 2012 the College has reinstated available support funds for Faculty Professional Practice. The budget for 2015-16 is \$60,000, which averages \$1,395 per faculty. Additionally, both the Provost and the Undergraduate Dean have contingency funds to support development should the \$60,000 be exhausted before the end of the year. Funds are distributed on the merit of the proposal. In addition, the faculty review process is being reviewed by the Provost with an expectation of raising the value of professional practice. This will no doubt necessitate increasing professional development budgets. Professional Development funds are equally available for all full-time faculties and are distributed on the merit of the request as stated on the Faculty Development Fund Request Form.”</p>

Indicator	COS Activity/Goal for Final Approval:	CCS Response:
IV.C.1: The budget trends over the past five years and future planning indicate adequate support for the programs offered in professional education.	"At the time of final approval, evidence of equitable development for education faculty is needed."	"The Art Education Department receives adequate funds to support the needs and demands of the program. The budget has remains at the level it was funded at the time of the COS review."