



STATE OF MICHIGAN
DEPARTMENT OF EDUCATION
LANSING

RICK SNYDER
GOVERNOR

BRIAN J. WHISTON
STATE SUPERINTENDENT

MEMORANDUM

DATE: January 26, 2016

TO: State Board of Education

FROM: Brian J. Whiston, Chairman 

SUBJECT: Approval of Baker College as an Educator Preparation Institution

Baker College (Baker) is the largest private not-for-profit system of higher education in Michigan, with physical campuses in nine cities across the state as well as an online campus. Teacher candidates may begin their education at any of Baker's physical campuses, with formal teacher preparation coursework and program completion consolidated to three Centers of Excellence at Baker's Clinton Township, Muskegon, and Owosso campuses. Baker received State Board of Education (SBE) preliminary approval on September 20, 2001 to begin development of a teacher preparation program in Michigan under the mentorship of Madonna University (Madonna).

On October 23, 2003, the SBE appointed a Committee of Scholars (COS) to review Baker'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 Baker in February 2011 and prepared a report of findings regarding Michigan's standards and requirements for an institution of higher education to be approved as a Michigan EPI. The COS unanimously agreed that Baker was ready for recommendation to the SBE for probationary approval as a Michigan EPI. On November 8, 2011, Baker received probationary approval from the SBE as an EPI, for a three-year period,

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through November 30, 2014. This approval enabled Baker 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. During this period of probationary approval, Baker's teacher education program sought and was granted initial national accreditation through the Teacher Education Accreditation Council in October 2014, at which time the SBE extended Baker's probationary approval in order to allow Baker additional time to gather data to support its case for earning final approval.

On August 6, 2015, Baker submitted an application for final approval. The COS agreed unanimously (Attachment B) that Baker 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 that Baker 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 was presented this information for review at the January 12, 2016 meeting.

It is recommended that the State Board of Education grant final approval to Baker College as a Michigan Educator Preparation Institution, as described in the State Superintendent's memorandum dated January 26, 2016.

Michigan State Board of Education

Committee of Scholars for Baker College

Dr. Donna Fiebelkorn
Assistant Dean
School of Education
Lake Superior State University

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

Dr. Joseph Lubig
Associate Dean
School of Education, Leadership and Public Service
Northern Michigan University

Dr. James Rooks
Dean
Teacher Education Program
Calvin College

Dr. Carmen Zeigler
Elementary Principal (retired)
Supervisor of Student Teachers
University of Michigan – Flint

Attachment B



Field Experiences
School of Education
1401 Presque Isle Avenue
Marquette, MI 49855-5348

October 19, 2015

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

Baker College is the largest private not-for-profit system of higher education in Michigan, with physical campuses in nine cities across the state as well as an online campus. Teacher candidates may begin their education at any of Baker's physical campuses, with formal teacher preparation coursework and program completion consolidated to three Centers of Excellence at Baker's Clinton Township, Muskegon and Owosso campuses. Baker 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).

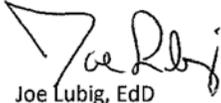
In October 2003, the SBE appointed a Committee of Scholars (CoS) to review Baker's development during preliminary status. The CoS consisted of five individuals representing different stakeholder perspectives on teacher preparation: two from independent educator preparation institutions, two from public institutions, and one from a K-12 education institution. Since 2003, 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 Baker's final approval consists of the following individuals: Chair – Dr. Joe Lubig, Northern Michigan University; Dr. Donna Fiebelkorn, Lake Superior State University; Mr. David Hales, Wayne County Regional Educational Service Agency; Dr. James Rooks, Calvin College; Dr. Carmen Ziegler, retired.

Between October 2003 and November 2011, the CoS reviewed Baker's policies and procedures, consulted with Baker faculty and administrators, and conducted an on-site visit to interview Baker students, faculty, and administrators. The CoS determined that Baker was successfully implementing an educator preparation program under the mentorship of Madonna University and recommended that the SBE grant Baker probationary approval to present candidates for Michigan teacher certification. The SBE granted Baker College probationary approval in November 2011, which allowed Baker to operate independently from Madonna, continue implementing its own policies, and recommend candidates directly to the MDE. During this period of probationary approval, Baker's teacher education program sought and was granted initial national accreditation through the Teacher Education Accreditation Council (TEAC) in October 2014, at which time the SBE extended Baker's probationary approval in order to allow Baker additional time to gather data to support its case for earning final approval.

Baker submitted a request for full approval to the MDE during August 2015. The CoS reviewed the request and accompanying documentation and considered the progress Baker made since November 2011. Of particular note are two infrastructural improvements – the consolidation of operations into three Centers of Excellence and the employment of faculty specialists to coordinate content area preparation – that satisfactorily address concerns raised by the CoS and the SBE when Baker was granted probationary approval regarding consistency of program delivery.

The CoS is recommending that Baker College be granted final approval as a Michigan educator preparation institution without reservation. Baker's successful progress is evident in the record of satisfactory performance Baker College has demonstrated in the 2014 and 2015 Educator Preparation Institution Performance Scores.

For the Baker College Committee of Scholars, I am,

A handwritten signature in black ink, appearing to read "Joe Lubig". The signature is stylized with a large initial "J" and a prominent "L".

Joe Lubig, EdD

Associate Dean and Department Head

jlubig@nmu.edu

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

October 23, 2015

Summary

Baker College is the largest private not-for-profit system of higher education in the state of Michigan. Its mission is “to provide quality higher education and training which enable graduates to be successful throughout challenging and rewarding careers.” From its beginnings near the turn of the 20th century as two separate institutions (Baker Business University and Muskegon College), Baker formed from the merger of these two colleges in 1965, and then became Baker Junior College in 1974. After receiving accreditation by the North Central Association of Schools and Colleges in 1985, the campus of the former John Wesley College in Owosso was added, and the Baker College System was formed. The College was subsequently approved to offer bachelor’s degrees in 1986. By 2012, the Baker College System had grown to encompass undergraduate and graduate-level programs in the professions at nine campuses across the state in Allen Park, Auburn Hills, Cadillac, Clinton Township, Flint, Jackson, Muskegon, Owosso, and Port Huron, along with extension campuses in Cass City, Coldwater, and Fremont. Across all its campuses and programs, Baker’s total enrollment exceeds 50,000 students, the majority of whom are enrolled in 2-year associate degree programs.

At the undergraduate level, Baker College is a right-to-try institution focused on career preparation. Students with a high school diploma or GED are admitted and then placed according to ACT Compass test results to determine if they can enter into college-level courses or must first complete developmental-level courses. Baker College continues to focus on its system-wide mission to assure career readiness and employment of its graduates, offering academic programs that are accessible, market-driven, career-focused, and lead to employment and career advancement for its students. Because some of the program’s students come from backgrounds in which they have had little exposure to career skills, the faculty focuses on real world application of learning and on the preparation of the program completers for rewarding and meaningful careers.

The Baker College teacher preparation program's conceptual framework promotes a full integration of academic learning, practical experience, and reflection on practice. As candidates develop their professional identities through the coursework and field experiences, the integrated nature of the three dimensions becomes clear. Candidates develop knowledge which they apply in a variety of settings, then reflect on the experience, generating additional questions and issues to be explored for continued knowledge. Key elements are integrated across the dimensions: learner, pedagogy, curriculum, differentiation, real-world application, instruction, assessment, professionalism, learning communities, and professional growth. Central to fulfilling these ideals is the emphasis Baker College places on fieldwork in its professional education sequence, with 110 hours of fieldwork in diverse settings embedded within multiple courses prior to a 26-week student teaching experience.

On September 5, 2001, the State Board of Education (SBE) granted preliminary approval to Baker College for the purpose of developing an initial elementary and secondary teacher preparation program on its Auburn Hills, Clinton Township, Flint, Jackson, Muskegon, and Owosso campuses. Programs at the Cadillac and Port Huron campuses were added later. Madonna University agreed to serve as the mentoring institution for Baker College throughout the approval process. Madonna University, located in Livonia, is accredited by the National Council for Accreditation of Teacher Education and has full SBE approval for its educator preparation program. Baker College began offering classes in its educator preparation program in fall 2002.

In 2005, Baker College submitted an application for probationary approval. The Committee of Scholars (COS) appointed by the SBE in 2003 to oversee Baker's development toward final approval as an Educator Preparation Institution (EPI) made an initial request for additional information on September 28, 2005. Updates and continual comments from both parties were provided in February, June, and August of 2006, January 2007, April 2009, July 2010, August, 2010, and October 2010. After reviewing all updates and revisions of the application, the COS conducted a site visit on February 3, 2011 to Baker College's Flint Campus, which houses the staff responsible for coordinating the program across campuses. The COS conducted interviews with administration from all campuses, faculty, community representatives, current candidates, and graduates of the program. At the conclusion of the visit, the COS agreed to recommend Baker College to the SBE for probationary approval as a Michigan EPI, which the SBE granted at its November 8, 2011 meeting. The probationary approval allowed Baker to operate independently from Madonna and recommend their

own candidates for certification while they continued to strengthen their program.

During its period of probationary approval, Baker has made strong progress toward meeting State Board of Education criteria for final approval as an EPI as well as satisfying the COS' expectations for continuous improvement. Initially approved for a broad spectrum of teacher preparation programs spread across all of its campuses, Baker College has narrowed its offerings to early childhood education, elementary education (with endorsement programs in language arts, mathematics, and social studies) and secondary education programs in English, history, mathematics, and social studies. Baker has hired faculty specialists to support coordination and articulation of the teacher preparation curriculum in these content areas, and teacher education operations have been consolidated into three Centers of Excellence at Baker College's Clinton Township, Muskegon, and Owosso campuses. While teacher candidates may begin their education at any Baker College campus, formal teacher preparation coursework and program completion are restricted to the Centers of Excellence, improving Baker College's coordination of services while maintaining its commitment to the diversity of educational settings across Michigan. Furthermore, Baker College's teacher education program achieved initial national accreditation through the Teacher Education Accreditation Council in October 2014, and 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 2014 and 2015.

Standards for the Initial Approval of the Professional Education Unit

The Committee of Scholars (COS) determined that Baker College met all standards and indicators as applicable for initial approval of its professional education unit in its 2011 recommendation to the State Board of Education that Baker College 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 Baker College's fulfillment of these standards and indicators in its recommendation for probationary approval, the COS established goals in eight indicators for Baker College 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 Baker College's responses. These directions were provided as part of the formal documentation for Baker College's probationary approval in 2011.

Indicator	COS Activity/Goal for Final Approval	Baker College Response
I.I.1: Higher education faculty who teach the general, content, professional, and pedagogical studies regularly collaborate in program planning and evaluation of all facets of the curriculum.	"Baker College as an institution has several campuses that work with some full time but most adjunct/part time faculty. The COS found this to be met, however challenge Baker College to continue to develop systems that allow for all faculty to be a part of the curriculum development process. Provide update to infrastructure and system wide systems in place to seek opportunities for all faculty to participate in feedback."	"As part of the process for our national accreditation, 13 faculty members participated in writing our inquiry brief proposal. Input from others was sought as drafts were produced. In addition, data has been shared at multiple meetings over the course of the year. For example, inter-rater reliability data from cooperating teachers was collected and analyzed after the 2013 fall quarter. This data was shared at a joint meeting among all campus directors and full time faculty. Each campus director then shared the data with their college supervisors. A second example is the annual sharing of the results of the student teacher and college supervisor surveys. Finally, our School of

Indicator	COS Activity/Goal for Final Approval	Baker College Response
		Education faculty regularly engage faculty in the content disciplines in the writing and review of curriculum. At all such meetings, we seek input and feedback from full time and adjunct faculty. Adjuncts are paid to attend group meetings above and beyond their salaries."
II.B.3: The student body is culturally diverse.	"Continue implementation of efforts to retain and recruit diverse student population at all campuses."	"Because MDE has moved to a definition of diversity which includes socio-economic diversity, all Baker College campuses have a diverse population of students. Baker College defines diversity using both target populations and socio-economic disadvantage, defined as the number/percentage of candidates receiving Pell grants. During 2012, 62.2% of all Baker College students received Pell grants, while 63.6% of teacher prep candidates received them. In 2013, those numbers were 59.8% and 64.1% respectively, and in 2014 the numbers were 59.3% and 60.1%. In 2012, 10% of our teacher preparation program graduates were from racially under-represented groups. That number dropped to 6% in 2013, rose to 7% in 2013, and stands at 8.4% for 2014-15."
II.B.4: The student body includes males and females from two or more of the following groups: White, not	"The COS recommends Baker continue to implement a plan to recruit and retain a diverse student population especially at the Cadillac campus."	"Baker College is an open enrollment (right-to-try) institution, so all candidates with a high school diploma are admitted. We provide developmental courses to help students obtain the skills necessary for college-level coursework. Recruitment for the Teacher Prep

Indicator	COS Activity/Goal for Final Approval	Baker College Response
<p>Hispanic; Black, not Hispanic; Hispanic; Asian or Pacific Islander; Native American; or Other.</p>		<p>Program mirrors the recruitment of all our programs. Admissions representatives give presentations at high schools and technical centers throughout Michigan, Ohio, Illinois, and Indiana. These general presentations focus on careers and future planning. Occasionally we speak specifically to Teacher Cadet Classes where students are poised to pursue a teaching career. We also recruit through phone calls, texting, Facebook, email, and other social media."</p>
<p>III.A.1.a: Higher education faculty have an earned doctorate (or its equivalent) or have exceptional expertise in their field to qualify them for their assignments;</p>	<p>"The COS recommend Baker College continue to develop systems to incorporate faculty that have an earned doctorate."</p>	<p>"Of the 5 full time faculty involved with the teacher preparation program, 2 have completed their Ph.D.s, and the others are completing Ph.D. or Ed.D. programs, with one due to finish later in 2015, and the other two finishing in approximately 3 years. Baker College financially supports completion of the Ph.D. through scholarships for employees. We strongly encourage teacher preparation faculty to complete their degrees, and require adherence to timelines as part of employment."</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 COS recommends Baker College continue to utilize, document, and modify plan when necessary. While the plan is in place Baker College must ensure they are developing opportunities to recruit and retain diverse faculty."</p>	<p>"Of the 48 faculty who taught EDU courses during 2014-15, six are from minority groups (12.5%). This is an increase over the two previous years which were at 7% and 8% respectively. The percentage is greater than the proportion of students who come from minority groups (currently 8.4%). We continue to seek out qualified candidates."</p>

Indicator	COS Activity/Goal for Final Approval	Baker College Response
III.B.3: The faculty is culturally diverse.	"Baker College needs to continue to implement diversity plan and make adjustments when necessary to address issue in lack of diverse faculty."	"See response to III.B.1"
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;	"All specialty programs have sufficient faculty, however the COS recommend Baker College work to hire more full time faculty in the Biology program."	"The biology program is in the process of being discontinued due to lack of enrollment."
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.	"The COS recommends Baker College develop avenues for consistent professional development of both education faculty and content faculty at each campus to ensure up-to-date knowledge of technology, content changes in P-12, and other issues. The COS requests Baker College develop a plan for technical assistance and enact prior to full approval."	"Baker College has a thorough system of professional development for all faculty, including those who teach in the School of Education. Under the auspices of the Academic Improvement Model (AIM), all faculty participate in required training in curriculum, assessment and effective teaching. Each quarter each campus holds a faculty kick-off, which is used for further professional development. In the area of technology, as of Fall 2014, all Baker college classes will have an online component. Instructors must use the grade book, course resources, the online discussion board and the assignment link in every class. We have recently upgraded our EDU 346A Integrating

Indicator	COS Activity/Goal for Final Approval	Baker College Response
		<p>Technology into 21st Century Learning class to align to the NETS-T standards. In addition, all EDU courses are taught in multi-media rooms. This was audited during our TEAC accreditation visit. Information and resources regarding Educational Technology can be viewed at this site: guides.baker.edu/edtech. The Educational Technology department also hosts annual educational technology boot camps for faculty which are free to all participants. Finally, by fall of 2015, all Baker College students will be required to bring their own device to class."</p>