



STATE OF MICHIGAN
DEPARTMENT OF EDUCATION
LANSING



MICHAEL P. FLANAGAN
SUPERINTENDENT
OF PUBLIC INSTRUCTION

JENNIFER M. GRANHOLM
GOVERNOR

October 1, 2009

MEMORANDUM

TO: State Board of Education

FROM: Michael P. Flanagan, Chairman 

SUBJECT: Approval of Robert B. Miller College as a Teacher Preparation Institution with Probationary Approval

In January 2004, Robert B. Miller College (Miller College) entered into a collaborative agreement with Aquinas College (Aquinas) to prepare teachers based on Aquinas' approved program. In July 2004, the State Board of Education (SBE) granted preliminary approval to Miller College, which permitted the institution to proceed in the development of a teacher preparation program. Under terms of the agreement with Aquinas, Miller College offered courses taught by Miller College faculty under the oversight of an Education Advisory Committee that included Aquinas faculty. As an approved teacher preparation institution, Aquinas has been recommending Miller College teacher candidates for certification. Since 2004, Miller College program oversight and development has gradually transferred from Aquinas to Miller College with Aquinas continuing in a mentorship role to guide it toward approval as an independent teacher preparation institution. Miller College has also worked with Michigan Department of Education (MDE) staff to ensure that appropriate standards, rules, and guidelines are followed.

In January 2005, Miller College submitted an application to the MDE for probationary approval as a teacher preparation institution. The application is accessible at:
www.paradigm309.com/mde

In accordance with SBE procedures, a Committee of Scholars (COS) was appointed during February 2005 to review the Miller College application and to make a recommendation regarding approval as a teacher preparation institution (Attachment A).

STATE BOARD OF EDUCATION

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The COS reviewed the Miller College application during July 2006. Based on the review the COS requested additional information, documentation, and evidence from Miller College in support of its application. During June 2008, Miller College provided an extensive response to the COS' 2006 review. In December 2008, the COS met with ten Miller College representatives to discuss the COS' second review of the application. At this meeting the COS acknowledged that Miller College had prepared a thorough, sufficient, and successful response to the COS' questions. The COS unanimously agreed to conduct an on-site visit.

The COS visited Miller College during February 2009 and prepared a report of findings regarding Michigan's standards and requirements for an institution of higher education to be approved as a Michigan teacher preparation institution. The COS unanimously agreed that Miller College was ready for recommendation to the SBE as an institution deserving of recommendation for probationary approval as a Michigan teacher preparation institution (Attachment B). The full COS report is presented as Attachment C.

Once the education unit is approved, Miller College will be eligible for MDE approval of seven (7) specialty area teacher preparation programs as majors and minors for the elementary and secondary level of certification. The Michigan Test for Teacher Certification performance of teacher candidates in the seven specialty programs is excellent (96.3% passing percentage for 54 teacher candidates over a three-year reporting period ending August 2008). Descriptions of the specialty programs MDE will approve are available on the Internet. See: Section 7, Application for Specialty Area Programs:

www.paradigm309.com/mde/.

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

It is recommended that the State Board of Education grant probationary approval to the Robert B. Miller College professional education unit for three years (October 2009-August 2012) as discussed in the Superintendent's memorandum dated October 1, 2009.

Michigan State Board of Education

**Committee of Scholars
Robert B. Miller College**

Dr. Kathleen Jacobson
Director of Professional Education
Assistant to the Dean
College of Education & Human Services
Central Michigan University

Dr. James Jeffery
Professor of Educational Administration
Dean of School of Education
Andrews University
Committee of Scholars Chairperson

Dr. John Poster
Professor of Education
and Public Administration
School of Education
University of Michigan - Dearborn

Dr. Mark Seals
Associate Professor of Education
Education Department
Alma College

Dr. Chery Wagonlander
Principal
Mott Middle College High School
Flint, Michigan



March 3, 2009

Summary of Findings from the Miller College Committee of Scholars.

Miller College received preliminary approval from the State Board of Education on August 10, 2004 to begin development of a teacher preparation program in Michigan. Since that time, the college has been developing a teacher preparation program with the support of Aquinas College which has been recommending Miller candidates for certification.

Miller College proposes a unique model for teacher preparation. The institution functions as an upper division college that offers the last 2 years of 4 year programs leading to bachelor's degrees. The college is located in The Mawby Center on the Kellogg Community College (KCC) campus in Battle Creek.

The Michigan State Board of Education voted on February 8, 2005 to appoint a Committee of Scholars (COS) for Miller College. The COS was formed to review the application, to visit and consult with the institution, and to make approval recommendations to the State Board of Education.

The COS consisted of five individuals, two from independent teacher preparation institutions (Chair - Dr. Jim Jeffery - Andrews; Dr. Mark Seals - Alma), and two from public institutions (Dr. John Poster - UM-Dearborn; Dr. Kate Jacobson - CMU), and one representing a K-12 education (Dr. Chery Wagonlander - Mott Middle College High School).

The COS has met consistently over the past 4 years to review the application and receive various changes and updates. There have been two meetings with Miller College personnel in Lansing and a site visit to the college - February 12-13, 2009.

Based on a thorough review of the completed application and the site visit the Committee of Scholars has determined that the program design is sound, and that it has been successfully implemented under the mentorship provided by Aquinas College.

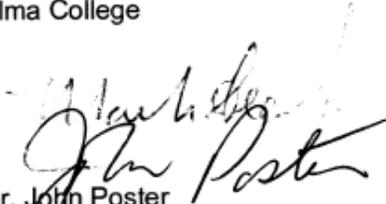
The COS is recommending that the State Board of Education grant probationary approval to Miller College. This will allow the institution to operate independently from Aquinas College, to begin to institute its own policies, and to recommend candidates directly to the Michigan Department of Education for teacher certification. The same COS will review the application for final approval, when the institution is ready for that last step in the approval process.

Sincerely,

A handwritten signature in black ink, appearing to read "Jim Jeffery".

Dr. Jim Jeffery
Dean of Education
Andrews University

Dr. Mark Seals
Associate Professor of Education
Education Department
Alma College



Dr. John Poster

Professor of Education
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University of Michigan-Dearborn



Dr. Kathleen Jacobson
Director of Professional Education
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Central Michigan University



Dr. Chery Wagonlander
Principal
Mott Middle College High School

Committee of Scholars Report

On the Application for Probationary Approval from

Robert B. Miller College

March 3, 2009

Introduction

The Robert B. Miller College (Miller College) opened to students during the fall of 2005. The opening of the college was the culmination of more than four years of planning that began in response to a call from the business and educational community of Calhoun County for an affordable, locally-based institution of higher learning at which residents of the Battle Creek area could complete bachelor's degrees and receive continuing education, professional development and career retraining. According to U.S. census data and a W. E. Upjohn Institute employment survey, the Battle Creek area has one of the lowest per capita number of adults holding bachelor's degrees or higher in the state of Michigan. As Governor Granholm has argued, increasing the number of college graduates is essential for Michigan's economic recovery, and it is in the service of achieving this vision for the Battle Creek area that Miller College was founded.

Miller College is a private, independent, non-profit, degree-granting institution that is designed for any junior or senior-level higher education student who must attend classes at convenient times and locations that are not in conflict with family and work responsibilities. The college is a one of kind institution of higher education in Michigan and is located on the campus of Kellogg Community College (KCC). Miller College maintains an agreement with KCC through which students may use the community college facilities while attending Miller College. This is a unique collaborative arrangement between a public community college and a degree-granting college in Michigan.

The college is named for Robert B. Miller Sr., whose involvement with the Battle Creek community as a philanthropist and publisher of the Battle Creek Enquirer, is honored and continued through the Miller Foundation. The Miller Foundation trustees determined, after careful study and in answer to the documented community need, to provide funding for planning a college. The planning included cooperation with the Binda Family Foundation, which was honored by naming the Elizabeth H. Binda School of Education (Binda School of Education) at Miller College.

At the time of its first graduating class in May 2007, Miller College was accorded accredited status by the Higher Learning Commission of the North Central Association of Colleges and Schools.

Through its Binda School of Education, Miller College offers a flexible instructional schedule of once-weekly, evening, weekend, summer, and online courses. The courses are developed and delivered through a close collaboration between KCC and Miller College faculty, local administrators and master teachers. Miller College provides teacher candidates, working teachers, paraprofessionals, and local career-changers with opportunities to earn necessary certificates, endorsements, and continued professional development to meet the educational needs in and around Battle Creek.

Miller College has a close working relationship with area schools. To that end, the college has a "grow your own" collaborative relationship with Battle Creek Public Schools (BCPS) and other surrounding school districts in order to gain relevant and timely input

for producing teachers who are highly qualified, highly skilled, and fully prepared to enter the local work force. Miller College serves as a host site for a series of BCPS professional development sessions to which teacher candidates are invited. This allows pre-service teachers the opportunity to learn about best practices promoted by the district's instructional coaches and master teachers in a professional learning community that begins its teacher transition from pre-service to in-service.

The BCPS collaborative has led to strong field experiences for Miller College teacher candidates. Extensive field experience components are built into the majority of Miller College's education courses (including at least one methods course taught entirely on an elementary school campus). The Binda School of Education teacher candidates receive a consistent level of support and practical experience throughout their professional development. During the teacher internship semester, candidates are observed and evaluated in the field by content area methods specialists on Miller College's faculty as well as their internship supervisors and mentor teachers, ensuring maximum support by an extensive learning community that combines PK-12 and higher education professionals in a common cause to nurture qualified, locally knowledgeable teachers.

During July 2004, the State Board of Education (SBE) granted preliminary approval to Miller College for the purpose of offering initial elementary and secondary teacher preparation programs, under the mentorship of Aquinas College. During January 2005, Miller College submitted an application for probationary approval, which is the next step in moving toward final approval to provide initial elementary and secondary programs. During July 2006, a SBE-appointed Committee of Scholars (COS) reviewed this application and requested additional program information and documentation. During June 2008, Miller College provided a response to the COS. The COS met separately and with Miller College representatives during October and November 2008. These meetings lead to a unanimous COS decision to conduct a site visit during February 2009. The site visit produced a unanimous COS decision to recommend Robert B. Miller College and its Elizabeth H. Binda School of Education to the SBE for probationary approval as a Michigan teacher preparation institution.

The overall results of the COS' reviews since July 2006 and the February 2009 site visit are summarized in this report. Probationary approval will allow Miller College to operate independently from Aquinas College and recommend their own candidates for certification while they continue to strengthen their program.

According to the application, candidates seeking elementary certification may select integrated science, language arts, mathematics, or social studies as their major and all will complete the elementary planned program minor. Elementary candidates may also complete two of the approved subject area minors with a third elementary planned program minor. Candidates seeking secondary certification will select learning disabilities as a major with reading as a minor. These programs have been reviewed through the MDE process for specialty program review and will be recommended for approval following SBE probationary approval of the educational unit.

**Committee of Scholars Report
on the Application for Probationary Approval from
Robert B. Miller College**

Michigan Standards for the Initial Approval of Teacher Preparation Institutions

http://www.michigan.gov/documents/TPI_Standards_Requirements_&_Procedures_for_Initial_Approval_74807_7.PDF

STANDARD I.A Conceptual Framework. The unit has high quality professional education programs that are derived from a conceptual framework(s) that is knowledge-based, articulated, shared, coherent, consistent with the unit and/or institutional mission, and continuously evaluated.

STANDARD MET

Indicator I.A.1 The conceptual framework(s) is written, well articulated, and shared among professional education faculty, candidates, and other members of the professional community.

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

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

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

Indicators	Status	Comments	Activities/Goals for Final Approval
I.A.2.a Courses in general, content, professional, pedagogical, and integrative studies complement one another and are consistent with the conceptual framework(s); and	Met		
I.A.2.b Field experiences are an integrated part of the professional education curriculum and are consistent with the conceptual frameworks(s).	Met	The number of field experience hours via various courses is one of the strongest components of this program.	

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

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

STANDARD I.B General Studies for Initial Teacher Preparation. The unit ensures that candidates have completed general studies courses and experiences in the liberal arts and sciences and have developed theoretical and practical knowledge.

STANDARD MET

Indicators	Status	Comments	Activities/Goals for Final Approval
I.B.1 The general studies include the arts, communications, history, literature, mathematics, philosophy, sciences, and the social sciences.	Met		
I.B.2 The general studies incorporate multicultural and global perspectives.	Met		

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

STANDARD MET

Indicators	Status	Comments	Activities/Goals for Final Approval
I.C.1 Candidates complete a sequence of courses and/or experiences to develop an understanding of the structure, skills, core concepts, ideas, values, facts, methods of inquiry, and uses of technology for the content they plan to teach.	Met	Appropriate courses/experiences provided	
I.C.2 The guidelines and standards of specialty organizations are used in developing programs in each content area.	Met		Institution shall maintain consistency with relevant state and national standards.

STANDARD I.D Professional and Pedagogical Studies for Initial Teacher Preparation. The unit ensures that teacher candidates acquire and learn to apply the professional and pedagogical knowledge and skills to become competent to work with all students.

STANDARD MET

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

Indicators	Status	Comments	Activities/Goals for Final Approval
I.D.1.a The social, historical, and philosophical foundations of education, including an understanding of the moral, social, and political dimensions	Met	Appropriate courses provided	

Indicators	Status	Comments	Activities/Goals for Final Approval
of classrooms, teaching, and schools;			
I.D.1.b The impact of technological and societal changes on schools;	Met	Appropriate courses provided	
I.D.1.c Theories of human development and learning;	Met	Appropriate courses provided	
I.D.1.d Inquiry and research;	Met	Appropriate courses provided	
I.D.1.e School law and educational policy;	Met	Appropriate course provided	
I.D.1.f Professional ethics; and	Met	Appropriate courses provided	
I.D.1.g The responsibilities, structure, and activities of the profession.	Met	Appropriate courses provided	

Indicator I.D.2 Candidates complete a well-planned sequence of courses and/or experiences in pedagogical studies that help develop understanding and use of:

Indicators	Status	Comments	Activities/Goals for Final Approval
I.D.2.a Research and experience-based principles of effective practice for encouraging the intellectual, social, and personal development of students;	Met	Appropriate courses provided	
I.D.2.b Different student approaches to learning for creating instructional opportunities adapted to learners from diverse cultural backgrounds and with exceptionalities;	Met	Appropriate courses provided	
I.D.2.c Variety of instructional strategies for developing critical thinking, problem solving, and performance skills;	Met	Appropriate courses provided	

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

STANDARD I.E Integrative Studies for Initial Teacher Preparation. The unit ensures that teacher candidates can integrate general, content, and professional and pedagogical knowledge to create meaningful learning experiences for all students.

STANDARD MET

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

STANDARD I.F Advanced Professional Studies. The unit ensures that the candidates become more competent as teachers or develop competencies for the professional roles.

Not applicable, no advanced programs offered

Indicators	Status	Comments	Activities/Goals for Final Approval
I.F.1 Advanced programs for continuing preparation of teachers or other school personnel build upon and extend prior knowledge and experiences that include core understanding of learning and practices that support learning.	N/A	Not applicable	
I.F.2 The guidelines and standards of the specialty organizations are used in developing each advanced program.	N/A	Not applicable	
I.F.3 Candidates in each advanced program develop the ability to use research, research methods, and knowledge about issues and trends to improve practice in schools and classrooms.	N/A	Not applicable	

STANDARD I.G Quality of Instruction. Teaching in the unit is consistent with the conceptual framework(s), reflects knowledge derived from research and sound professional practice, and is of high quality.

STANDARD MET

Indicators	Status	Comments	Activities/Goals for Final Approval
I.G.1 Higher education faculty uses a variety of instructional strategies that reflect an understanding of different models and approaches to learning.	Met	The faculty at Miller College use technology integration extensively in each course.	

Indicators	Status	Comments	Activities/Goals for Final Approval
I.G.2 Instruction encourages the candidate's development of reflection, critical thinking, problem solving, and professional dispositions.	Met	Up to date uses of reflective journals and LiveText.	
I.G.3 Teaching reflects knowledge about, and experiences with, cultural diversity and exceptionalities.	Met		
I.G.4 Instruction is continuously evaluated and the results are used to improve teaching within the unit.	Met	Instruction is evaluated on four levels: (1) faculty evaluations by chairs, (2) student evaluation of faculty, (3) evidence of student performance in the electronic portfolio, and (4) the Unit/Program Evaluation.	

STANDARD I.H Quality of Field Experiences. The unit ensures that field experiences are consistent with the conceptual framework(s), are well planned and sequenced, and are of high quality.

STANDARD MET

COMMENT: Outstanding institutional area of strength

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

Indicators	Status	Comments	Activities/Goals for Final Approval
I.H.1.a Relate principles and theories from the conceptual framework(s) to actual practice in classrooms and schools;	Met		
I.H.1.b Create meaningful learning experiences for all students; and	Met	Experiences are very extensive throughout the program!	

Indicators	Status	Comments	Activities/Goals for Final Approval
I.H.1.c Study and practice in a variety of communities with students of different ages and with culturally diverse and exceptional populations.	Met	Extensive Experiences! Miller College students are placed in a variety of settings and grade levels with experienced certified classroom teachers.	
I.H.2 Field experiences encourage reflection by candidates and include feedback from higher education faculty, school faculty, and peers.	Met	Excellent Plan! Reflective practices throughout.	
I.H.3 Student teaching and internship experiences are sufficiently extensive and intensive for candidates to demonstrate competence in the professional roles for which they are preparing. (A minimum of ten weeks of full-time student teaching, or its equivalent, is expected.)	Met		

STANDARD I.1 Professional Community. The unit collaborates with higher education faculty, school personnel, and other members of the professional community to design, deliver, and renew effective programs for the preparation of school personnel, and to improve the quality of education in schools.

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

Indicators	Status	Comments	Activities/Goals for Final Approval
I.I.1 Higher education faculty who teach the general, content, professional, and pedagogical studies regularly collaborate in program planning and evaluation of all facets of the curriculum.	Met	Plan in place.	

Indicator I.1.2 The unit develops agreements with schools and cooperating professionals to ensure that:

Indicators	Status	Comments	Activities/Goals for Final Approval
I.1.2.a Student teaching, internships, and other field experiences are collaboratively designed and implemented; and	Met	Plan in place. Miller College has been mentored by Aquinas College up to this point - this has been a huge success.	
I.1.2.b Candidates are supported in their achievement of the desired learning goals.	Met	Plan in place.	
I.1.3 Collaborative relationships, programs, and projects are developed with PK-12 schools, their faculties, and appropriate others to develop and refine knowledge bases, to conduct research, and to improve the quality of education.	Met		

STANDARD II.A Qualifications of Candidates (Initial & Advanced). The unit recruits, admits, and retains candidates who demonstrate potential for professional success in schools.

STANDARD MET

Indicator II.A.1 A comprehensive system is used to assess the qualifications of candidates seeking admission.

Indicators	Status	Comments	Activities/Goals for Final Approval
II.A.1.a The criteria for admission to initial teacher preparation programs include an assessment of academic proficiency (e.g., basic skills proficiency tests), faculty recommendations, biographical information, and successful completion of any prior college/university course work with at least a 2.5 grade point average (GPA) on a 4-point scale;	Met	Procedures in place.	

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

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

STANDARD MET

Indicators	Status	Comments	Activities/Goals for Final Approval
II.B.1 The unit has and implements an explicit plan with adequate resources to recruit, admit, and retain a diverse student body.	Met	Plan in place Miller College is committed to recruiting candidates from Kellogg Community College (KCC) and other area Community Colleges with special emphasis on using financial assistance to boost enrollment.	
II.B.2 The unit's efforts and success in meeting goals for recruiting candidates from culturally diverse backgrounds are evaluated annually, and appropriate steps are taken to strengthen its plan for the future.	Met	Process in place. The admissions staff does ongoing evaluations of success in meeting recruiting goals and uses this data to plan next steps in growing student populations.	
II.B.3 The student body is culturally diverse.	Met	Current data indicates diversity of Miller College's student body reflects the greater Battle Creek area.	Continue implementation of efforts to reflect the student diversity of KCC in the student diversity of Binda School of Education at Miller College.
II.B.4 The student body includes males and females from two or more of the following groups: White, not Hispanic; Black, not Hispanic; Hispanic; Asian or Pacific Islander; Native American; or Other.	Met		

STANDARD II.C Monitoring and Advising the Progress of Candidates. The unit systematically monitors and assesses the progress of candidates and ensures that they receive appropriate academic and professional advisement from admission through completion of their professional education programs.

STANDARD MET

Indicators	Status	Comments	Activities/Goals for Final Approval
<p>II.C.1 The progress of candidates at different stages of programs is monitored through authentic performance-based assessments using systematic procedures and timelines.</p>	<p>Met</p>	<p>Teacher candidates are formally assessed to determine the degree of attainment of pedagogical and content knowledge, teaching skills, and the dispositions essential for effective teaching. Monitoring of candidate progress takes place at transitional points in the teacher education program. At each stage the candidate must demonstrate, via multiple assessment formats, the readiness to move on to the next stage with reviews by Binda School of Education each semester. Teacher candidates are assessed through the Michigan Test for Teacher Certification (basic skills and subject/content areas). Assessment includes significant performance based requirements, field experiences, observations, surveys, formative and summative course work tests, professional portfolio, and successful completion of EDUC 499 Senior Seminar.</p>	

Indicators	Status	Comments	Activities/Goals for Final Approval
<p>II.C.2 Assessment of candidate's progress is based on multiple data sources that include grade point average (GPA), observations, the use of various instructional strategies and technologies, faculty recommendations, demonstrated competence in academic and professional work (e.g., portfolios, performance assessments, and research and concept papers), and recommendations from the appropriate professionals in schools.</p>	Met		
<p>II.C.3 Assessment data are systematically used to assist candidates who are not making satisfactory progress.</p>	Met	There is a comprehensive, collaborative process for monitoring and supporting candidate progress.	
<p>II.C.4 The ability of the candidates to create meaningful learning experiences that are based on their general, content, professional, and pedagogical knowledge is assessed.</p>	Met	Meaningful, real world experiences are built into every Miller College course requirement.	
<p>II.C.5 Criteria consistent with the conceptual framework(s) of programs used to determine eligibility of student teaching and other professional internships.</p>	Met		
<p>II.C.6 Through publications and faculty advising, the candidates are provided with clear information about policies and requirements.</p>	Met		

STANDARD II.D Ensuring the Competence of Candidates (Initial & Advanced). The unit ensures that a candidate's competency to begin his or her professional role in schools is assessed prior to completion of the program and/or recommendation for license.

STANDARD MET

Indicators	Status	Comments	Activities/Goals for Final Approval
II.D.1 The unit establishes and publishes a set of criteria/outcomes for exit from each professional education program.	Met		
II.D.2 A candidate's mastery of a program's stated exit criteria or outcomes is assessed through the use of multiple sources of data such as a culminating experience, portfolios, interviews, videotaped and observed performance in schools, standardized tests, and course grades.	Met	Miller College exhibited extensive use of all these assessment methods and strategies.	

STANDARD III.A Professional Education Faculty Qualifications (Initial & Advanced). The unit ensures that the professional education faculty are teacher scholars who are qualified for their assignments and are actively engaged in the professional community.

STANDARD MET

Indicator III.A.1 Professional education faculty have completed formal advanced study and have demonstrated competence through scholarly activities in each field of specialization that they teach.

Indicators	Status	Comments	Activities/Goals for Final Approval
III.A.1.a Higher education faculty have an earned doctorate (or its equivalent) or have exceptional expertise in their field to qualify them for their assignments;	Met	Two of six fulltime faculty have doctorates; one is working on a doctorate degree; and three have masters degrees.	
III.A.1.b Higher education faculty are knowledgeable about current practice related to the use of computers and technology and integrate them in their teaching and scholarship;	Met	Syllabi and college documents indicate that faculty use technology in courses. Faculty also have access to information retrieval technology.	
III.A.1.c Higher education faculty are knowledgeable about, and have experience with, teaching and learning, cultural differences, exceptionalities, and their instructional implications;	Met	Syllabi and college documents indicate knowledge of exceptionalities. Two fulltime faculty members (one-third of total) are minorities. Program specializes in older students.	
III.A.1.d Higher education faculty serving as dissertation and/or graduate advisors are competent in the candidate's research topic and/or methodology;	N/A	No graduate program offered.	

Indicators	Status	Comments	Activities/Goals for Final Approval
III.A.1.e Professional education faculty who supervise field experiences have had preparation for this role and have had professional experiences in school setting(s);	Met		
III.A.1.f School faculty are licensed, have at least three years of teaching experience in their field of specialization, and model good professional practice; and	Met		
III.A.1.g Graduate students who teach or supervise field experiences are qualified in terms of formal study, experience, and training.	N/A	No graduate students in the Binda School of Education.	

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

Indicators	Status	Comments	Activities/Goals for Final Approval
III.A.2.a The teaching, scholarship, and service of faculty demonstrate that they are teacher scholars; and	Met	Faculty are supported for professional and scholarly conferences. Vitae reflect membership in scholarly organizations.	
III.A.2.b Faculty with assignments in advanced programs generate and disseminate new knowledge that is regularly reviewed and accepted by peers.	N/A	No advanced programs offered.	

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

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

STANDARD MET

Indicators	Status	Comments	Activities/Goals for Final Approval
III.B.1 The unit has and implements an explicit plan with adequate resources to ensure hiring and retaining of a diverse faculty.	Met	The unit has a diversity plan in place.	
III.B.2 The unit's efforts and success in meeting goals for recruiting a diverse faculty are evaluated annually, and appropriate steps are taken to strengthen plans for the future.	Met	A female minority faculty member is receiving released time and financial support to complete a doctoral program.	
III.B.3 The faculty is culturally diverse.	Met	The faculty reflects the cultural diversity of the counties that the college serves.	

Indicators	Status	Comments	Activities/Goals for Final Approval
III.B.4 The unit's higher education faculty includes males and females from two or more of the following groups: White, not Hispanic; Black, not Hispanic; Hispanic; Asian or Pacific Islander; Native American; or Other.	Met		

STANDARD III.C Professional Assignments of Faculty. The unit ensures that policies and assignments allow faculty to be involved effectively in teaching, scholarship, and service.

STANDARD MET

Indicators	Status	Comments	Activities/Goals for Final Approval
III.C.1 Workload policies and assignments accommodate faculty involvement in teaching, scholarship, and service, including working in PK-12 schools, curriculum development, advising, administration, institutional committee work, and other internal service responsibilities.	Met	Faculty are employed on a 12-month contract, teach 12 credits a semester, are involved in course development, and serve on college advisory committees. The college has a forum for faculty and staff views and recommendations.	

Indicator III.C.2 Faculty teaching loads, including overloads and off-campus teaching, are mutually agreed upon and are limited to allow faculty to engage effectively in teaching, scholarship, and service.

Indicators	Status	Comments	Activities/Goals for Final Approval
III.C.2.a The load for faculty teaching each semester/quarter generally does not exceed 12 semester/quarter hours for undergraduate courses, 9 semester/quarter hours for graduate courses, and an appropriate prorating for a combination of undergraduate and graduate courses;	Met		
III.C.2.b The determination of faculty teaching load considers factors including, but not limited to, class size, number of preparations, and research and service responsibilities;	Met	The Binda School of Education employs fulltime advisors. Course enrollment tends to be low. Faculty are research consumers, not creators.	
III.C.2.c Faculty who supervise student teachers and other interns have adequate time as part of their teaching load to observe and provide feedback to candidates. (Assignments generally do not exceed a ratio of 18 full-time students to one full-time faculty member.); and	Met	Part-time faculty supervise student teachers.	
III.C.2.d Faculty who direct graduate projects, (e.g., Masters' theses/projects or doctoral dissertations) receive adequate adjustments in their teaching load for these activities.	N/A	No graduate programs offered.	

STANDARD III.D Professional Development of Faculty. The unit ensures that there are systematic and comprehensive activities to enhance the competence and intellectual vitality of the professional education faculty.

STANDARD MET

Indicators	Status	Comments	Activities/Goals for Final Approval
III.D.1 Policies and practices encourage professional education faculty to be continuous learners.	Met		
III.D.2 Higher education and school faculty and others who may contribute to professional education programs are regularly involved in professional development activities.	Met	Faculty attend scholarly organization conferences and school district meetings. Chair attends Michigan's Directors and Representatives of Teacher Education Programs (DARTEP) and other state meetings.	
III.D.3 Higher education faculty are regularly evaluated in terms of their contributions to teaching, scholarship, and service; these evaluations are used in determining salary, promotion, and tenure.	Met	Faculty are evaluated annually. Miller College does not confer tenure. Faculty are not evaluated in terms of research. Teaching is emphasized.	
III.D.4 Evaluations are used systematically to improve teaching, scholarship, and service of the higher education faculty within the unit.	Met	Faculty are evaluated primarily on teaching and curriculum development. Student reviews of faculty are used in faculty evaluation.	

STANDARD IV.A Governance and Accountability of the Unit (Initial & Advanced). The unit is clearly identified, operates as a professional community, and has the responsibility, authority, and personnel to develop, administer, evaluate, and revise all professional education programs.

STANDARD MET

Indicators	Status	Comments	Activities/Goals for Final Approval
IV.A.1 All professional education programs are organized, unified, and coordinated to ensure the fulfillment of the unit's mission.	Met		
IV.A.2 The unit has responsibility and authority in such areas as higher education faculty selection, tenure, promotion, and retention decisions; recruitment of candidates; curriculum decisions; and the allocation of resources for unit activities.	Met		

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

Indicators	Status	Comments	Activities/Goals for Final Approval
IV.A.3.a There are sufficient numbers of school faculty and full-time higher education faculty to support each program offered for the preparation of school personnel;	Met	Currently, there are four full-time and three part-time faculty members assigned to the Education unit. Miller College is committed to hiring additional faculty as the enrollment increases.	The institution should maintain an effective balance of faculty that have terminal degree or exceptional experience for optimal program delivery, especially as the Binda School of Education begins to provide secondary teacher certification.

Indicators	Status	Comments	Activities/Goals for Final Approval
IV.A.3.b The use of part-time higher education faculty and graduate students who teach is designed to ensure integrity, quality, and continuity of the programs' conceptual framework(s);	Met	There are five adjunct faculty who have been with the institution since its inception. Adjunct faculty are expected to attend all regular departmental faculty meetings. All full and part-time faculty use a standard syllabus form to maintain consistency among all faculty.	
IV.A.3.c There are sufficient numbers of administrative, clerical, and technical staff to support the programs offered; and	Met	The Committee of Scholars observed sufficient administrative, clerical, and technical staff to support the programs offered.	
IV.A.3.d Each doctoral program has at least three full-time higher education faculty members with earned doctoral degrees and expertise related to the program's field of specialization.	N/A	No graduate programs are offered	
IV.A.4 Professional education faculty are actively involved in the organization and coordination of programs.	Met		
IV.A.5 A long-range planning process has been developed and is regularly monitored to ensure the ongoing vitality of the unit and its programs, as well as the future capacity of its physical facilities.	Met		Five-year or long planning documents need to be developed and implemented.
IV.A.6 School faculty, candidates, and other members of the professional community are actively involved in the unit's policy making and/or advisory bodies.	Met	The Miller College Education Advisory Committee meets regularly. All faculty members are actively involved with this committee, attending meetings, and presenting materials related to the Education program.	Teacher candidate representation needs to be implemented in the education advisory committee.

Indicators	Status	Comments	Activities/Goals for Final Approval
IV.A.7 Policies and practices of the unit are non-discriminatory and guarantee due process to faculty and candidates.	Met		

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

STANDARD MET

Indicators	Status	Comments	Activities/Goals for Final Approval
IV.B.1 Support for professional development is at least at the level of other units in the institution.	Met		
IV.B.2 Higher education faculty have well maintained and functional office, instructional, and other space to carry out their work effectively.	Met		
IV.B.3 Higher education faculty and candidates have training in, and access to, education-related electronic information, video resources, computer hardware, software, related technologies, and other similar resources.	Met	Ongoing technology training is very evident. Institution models full access to technology enriched environments that support 21 st Century learning reflected in classrooms, in hardware and software resources, and in ongoing professional development.	

Indicators	Status	Comments	Activities/Goals for Final Approval
IV.B.4 Library resources provide adequate scope, breadth, currency, and multiple perspectives; they are systematically reviewed to make acquisition decisions.	Met	<p>Miller College contracts library services with KCC. The KCC Library holdings are extensive. There is seamless access to extensive electronic resources through the Student and Staff Information Portal.</p> <p>KCC Library personnel and Miller College Education faculty consult regularly on Education program acquisitions.</p>	
IV.B.5 Media, software, and materials collection are identifiable, relevant, accessible, and systematically reviewed to make acquisition decisions.	Met		
IV.B.6 There are sufficient library and technical staff to support the library, instructional materials collection, and media/computer support services.	Met		

STANDARD IV.C Resources for Operating the Unit. The unit has sufficient facilities, equipment, and budgetary resources to fulfill its mission and offer quality programs.

STANDARD MET

Indicators	Status	Comments	Activities/Goals for Final Approval
IV.C.1 The budget trends over the past five years and future planning indicate adequate support for the programs offered in professional education.	Met	The Miller College Foundation, through a letter from the Chair has expressed strong and continued support for teacher preparation through the Binda School of Education.	
IV.C.2 Resources are allocated to programs in a manner that allows each one to meet its expected outcomes.	Met		
IV.C.3 Facilities and equipment are functional and well maintained. They support computing, educational communications, and educational and instructional technology at least at the level of other units in the institution.	Met	The Committee of Scholars is very impressed with Miller College's commitment to maintaining high standards for its facilities, including computing and instructional technology.	

Michigan Specific Standards/Rules/Guidelines

Explanatory note: This standards/rules/guidelines matrix refers to the Entry-level Standards for Michigan Teachers (ELSMT). During Miller College's period of review, the ELSMT were revised and renamed as the Professional Standards for Michigan Teachers (PSMT). Miller College integrated the ELSMT revisions and uses PSMT with teacher candidates; see: I.E.1.

Requirements	Status	Comments/Suggestions	Activities/ Goals for Final Approval
I. Initial Teacher Preparation			
I.A The preparation program ensures that individuals recommended for certification have an acquaintance with the substance, concepts, and methods of the principal areas of human knowledge, and skills essential to communication and inquiry in modern society, by requiring not less than 40 semester hours in a program of general or liberal education. [See Rule 390.1122 (1)]	Met	Miller College's General Education Requirements total 45 semester hours (sh): <ul style="list-style-type: none"> - English Composition 9 sh - Science & Mathematics 9 sh - Social Science/ Humanities/Creativity 6 sh - Oral Communication 6 sh - Ethics/Philosophy 3 sh - Globally Oriented 3 sh - General Ed electives 9 sh 	
I.B The preparation program ensures that individuals recommended for certification have completed 20 semester hours of theoretical and practical knowledge in the following fields:			

Requirements	Status	Comments/Suggestions	Activities/ Goals for Final Approval
<p>I.B.1 How human beings grow and how they learn. Elementary preparation shall focus on the developmental needs of preadolescents and early adolescents. Secondary preparation focuses on the developmental needs of early adolescents and adolescents. All study includes the needs of the exceptional child, including those with handicapping conditions; the gifted and talented; and those with cultural differences; and</p>	Met	<p>All students in the Binda School of Education are required to complete a minimum of three semester hours in PSYC 220 Human Growth and Development, and three semester hours in EDUC 305 Educational Psychology. These courses focus on human growth and learning concepts.</p>	
<p>I.B.2 The structure, function, and purposes of educational institutions in our society.</p>	Met	<p>All students in the Binda School of Education are required to take EDUC 310, Introduction to Education which explores the history, structure, function, and purposes of educational institutions in our society. A field-based experience is required with specific activities to support the focus of this course.</p>	
<p>I.C The preparation program addresses the Michigan State Board of Education 1993 Entry-Level Standards for Michigan Teachers, including:</p>			

Requirements	Status	Comments/Suggestions	Activities/ Goals for Final Approval
I.C.1 An understanding and appreciation of the liberal arts (the humanities, the social sciences, the mathematical and natural sciences, and the arts);	Met	Miller College's General Education Requirements total 45 semester hours (sh): <ul style="list-style-type: none"> - English Composition 9 sh - Science & Mathematics 9 sh - Social Science/ Humanities/Creativity 6 sh - Oral Communication 6 sh - Ethics/Philosophy 3 sh - Globally Oriented 3 sh - General Ed electives 9 sh 	
I.C.2 An understanding of the commitment to student learning and achievement;	Met	Miller College articulates its commitment to student learning and achievement throughout the teacher preparation program in the Student Learner Outcomes 2008-09 College Catalog (p.32), embedded in all coursework and the student internships required. See: Student Interns Handbook (p.7-10). In addition, courses and field experiences focus on learning and achievement: <ul style="list-style-type: none"> EDUC 301 Intro. to Education, EDUC 302/03 Diversity EDUC 305 Educational Psychology EDUC 402 Classroom Management EDUC 420 Elementary Methods EDUC 431 Learning Disabilities EDUC 432 Special Education EDUC 468/69 Student Internship; Learning Disabilities EDUC 498 AD Student Internship; Subject Areas EDUC 499 Senior Seminar 	

Requirements	Status	Comments/Suggestions	Activities/ Goals for Final Approval
I.C.3 A knowledge of the assigned subject areas and how to teach those subjects;	Met	All elementary education teacher candidates must have an academic major teacher certification approved and the planned elementary minor, or two academic minors, from approved program areas and the planned elementary minor. Course experiences and student internship evaluations assess the candidates' knowledge and instructional delivery skills of the assigned subject areas. Candidates must also pass the appropriate Michigan Test for Teacher Certification Basic Skills test and subject/content area test(s)	
I.C.4 An ability to manage and monitor student learning;	Met	The ability to manage and monitor student learning is assessed in field experiences and is key to their student internship course EDUC 498. Student progress is documented via mid-term and final evaluations. Students receive four formal and two informal observations during their 14 week student teaching experience. Both mentors and field supervisors assess these teacher skills. Passing a final evaluation, along with an Evaluation of Professional Dispositions, is required at the conclusion of the student internship. In addition, students participate in multiple required field placements where they are given opportunities to practice managing and monitoring student learning.	

Requirements	Status	Comments/Suggestions	Activities/ Goals for Final Approval
I.C.5 An ability to systematically organize teaching practices and to learn from experience;	Met	This requirement is an expectation for all methods courses in the elementary program, in EDUC 498, and in the special education program. The following required courses have assignment and content that teaches and then gives practice time for systematically organizing teaching practices: EDUC 301, 420, 431, 498, and 499. Students are required to design and implement instructional plans and learn from each of the experiences. Teacher candidates maintain reflective journals and must submit post-lesson reflection sheets from their field experiences.	
I.C.6 A commitment to participation in learning communities; and	Met	Teacher candidates are expected to participate in all learning opportunities available in: EDUC 320, 420, 431, 433, 498 and 499, including professional development, staff meetings, department, and grade level meetings. In EDUC 498/499 these learning experiences are formally documented and reviewed on the Nature of Activity form. All courses require field experiences and emphasize community service.	

Requirements	Status	Comments/Suggestions	Activities/ Goals for Final Approval
<p>I.C.7 An ability to use information technology to enhance learning and to enhance personal and professional productivity.</p>	<p>Met</p>	<p>All teacher candidates use LiveText to create electronic portfolios of their work for the Binda School of Education at Miller College. Each course requires an artifact entry for the portfolio which follows the Professional Standards for Michigan Teachers. All classes are web enhanced, using the Blackboard Learning System to disseminate course syllabi and other course documents, exchange email with instructors, participate in online discussion, monitor grades, and submit and receive assignment feedback. In EDUC 421 Technology for the Classroom Teacher, candidates master a variety of information technologies that are useful to educators.</p>	
<p>I.D The preparation program ensures that before individuals engage in student teaching, the individuals demonstrate (from Section 1531b The Revised School Code):</p>			

Requirements	Status	Comments/Suggestions	Activities/ Goals for Final Approval
I.D.1 High academic achievement;	Met	Candidates must have a Grade Point Average (GPA) of 2.75 on a 4.0 scale at the time of admission to the teacher education program and a cumulative GPA of 2.75 on a 4.0 scale at the time of the student internship. No grade less than "C" (2.0) will be allowed for the purpose of certification in any course required in the students' academic majors, minors, the Professional Education Sequence, or Planned Minor. Candidates must pass the appropriate subject/content area tests and the elementary test of the MTTC.	
I.D.2 Successful group work with children (as a condition for admission to the teacher preparation curriculum);	Met	All candidates are required to successfully complete a 40 hour field placement experience in conjunction with completion of EDUC 301 Introduction to Education, prior to admission to the teacher education program.	
I.D.3 Knowledge of research-based teaching, and	Met	In EDUC 420 Elementary Methods, the textbook, <u>Learning to Teach</u> , is used in discussions to cite research regarding teaching practices with particular focus on utilizing research-based methodology. All methods courses in the Professional Education Requirements focus on research-based teaching methods.	

Requirements	Status	Comments/Suggestions	Activities/ Goals for Final Approval
I.D.4 Working knowledge of modern technology and use of computers.	Met	<p>EDUC 421 Technology for the Classroom Teacher, is a requirement for all teacher candidates. In EDUC 499 Senior Seminar, candidates are required to produce an electronic portfolio (LiveText).</p> <p>Technology is also infused in EDUC 320 Science for Teachers I, EDUC 321 Science for Teachers II, and EDUC 420 Elementary Methods</p>	
I.E State Board of Education guidelines, policies and programs, and recent legislative requirements (such as the following items listed) are studied as part of the preparation program.			
I.E.1 Entry-Level Standards for Michigan Teachers (Michigan State Board of Education, 1993, 1998);	Met	<p>Entry-Level Standards for Michigan Teachers (ELSMT) are posted on Blackboard.</p> <p>The standards are integrated into the LiveText Student Electronic Portfolio and posted on the Miller College web-site.</p> <p>All courses reflect transitioning to the Professional Standards for Michigan Teachers (PSMT) – Very well done!</p>	
I.E.2 Administrative Rules Governing the Certification of Michigan Teachers;	Met	<p>These are reviewed in EDUC 301 and EDUC 499 as well as during individual academic advising sessions. The No Child Left Behind Act of 2001 is included in the college catalog (p.35) as well as the Professional Certification Requirements (p.36).</p>	

Requirements	Status	Comments/Suggestions	Activities/ Goals for Final Approval
I.E.3 Michigan Test for Teacher Certification, including test objectives;	Met	Candidates are notified of the MTTC requirements in the college catalog; the certification officer reviews all of the requirements for certification and graduation with students; Several courses review this.	
I.E.4 The Revised School Code (1996);	Met	The rules governing certification are reviewed during the advising process and in the orientation/presentation by the certification officer in EDUC 301 Introduction to Education Session, TBD prior to admission to the program. The Revised School Code (updated from 1996) is covered extensively in EDUC 499 Senior Seminar.	
I.E.5 Administrative Rules for Special Education (1996);	Met	The Administrative Rules for Special Education (2005) are linked from the Miller College webpage and covered in several courses.	
I.E.6 Michigan Curriculum Framework; and	Met	The Michigan Curriculum Framework is the model used for designing, implementing, and assessing curriculum content for Miller College. This is very unique! The Michigan Curriculum Framework is linked from the Miller College webpage and also included throughout the Teacher Education coursework.	
I.E.7 Portions of the School Code pertaining to criminal activity:			

Requirements	Status	Comments/Suggestions	Activities/ Goals for Final Approval
I.E.7.a Section 1230 (criminal records check by State Police/FBI);	Met	The Binda School of Education at Miller College requires that all candidates seeking admission to the Teacher Education Program submit a notarized criminal disclosure form. Candidates are also required to submit supporting documentation and fees for a criminal background check.	
I.E.7.b Sections 1535a, 1539a, and 1539b (Requirements for reporting, notification, criminal conviction, and suspension); and	Met	Information regarding Section 1535a, 1539a, and 1539b are reviewed, discussed, and questions answered by the Certification Officer in EDUC 301 Introduction to Education, in EDUC 499 Senior Seminar, and listed as a requirement on the application for admission to the Binda School of Education. Candidates in EDUC 498 Student Internship and EDUC 499 Senior Seminar become familiar with the Revised School Code regarding criminal convictions, and suspensions.	
I.E.7.c Section 1809 (certificate fraud).	Met	This information is discussed in EDUC 301 Introduction to Education and EDUC 499 Senior Seminar by the certification officer.	
I.E.8 Procedures for certificate denial, suspension, revocation, and reinstatement (Administrative Rules Governing the Certification of Michigan Teachers, Part 10);	Met	This information is discussed in EDUC 301 Introduction to Education and in EDUC 499 Senior Seminar by certification officer. Candidates become familiar with certification rules relating to denial, suspension, revocation, and reinstatement.	

Requirements	Status	Comments/Suggestions	Activities/ Goals for Final Approval
I.E.9 Public Act 25 (School Improvement);	Met	<p>This information is found in EDUC 433 Productive Interactions between Teachers, Parents, and Students.</p> <p>This information is addressed in EDUC 499 Senior Seminar as it relates to School Improvement, Adequate Yearly Progress, MIPlan, etc.</p>	
I.E.10 Michigan State Board of Education Policy Statement on Multicultural Education (August 1992); and	Met	This information is covered in EDUC 302 Diversity and Inclusion I, EDUC 303 Diversity and Inclusion II, EDUC 331 Social Studies for Teachers II, and EDUC 420 Elementary Methods Course focusing on diversity, multi-cultural education, and meeting the needs of all students in the classroom.	
I.E.11 Michigan Alternative Routes to Teacher Certification (MARTC).	Met	Information is provided as a link to the MDE webpage from the Miller College webpage.	
II. Content Studies			
II.A Form X (Programs Offered for Certification/Endorsement) is complete and accurate. Advanced preparation programs are identified. (See definition in Glossary of NCATE Standards, Procedures and Policies, 1995.)	Met		
II.B (Rule 390.1126) Programs for State Elementary Provisional Certificates ensure that candidates complete:			
II.B.1 Requirements of Rule 390.1122 (not less than 40 semester hours in a program of general or liberal education). (See details under I.A.);	Met		

Requirements	Status	Comments/Suggestions	Activities/ Goals for Final Approval
II.B.2 Requirements of Rule 390.1123 (20 hours of theoretical and practical knowledge, including six semester hours of directed teaching);	Met		
II.B.3 A major of not less than 30 semester hours or a group major of 36 semester hours, and a planned program of 20 semester hours in other fields deemed appropriate to elementary education; or three minors of not less than 20 semester hours each, two of which shall be in substantive fields which may include a group minor of 24 semester hours and one of which may be a planned program of 20 semester hours in a combination of methods and content appropriate to elementary education. (See Rule 390.1126); and	Met		
II.B.4 Six semester hours in the teaching of reading, including developmental reading, management of reading instruction, and reading in the content-areas.	Met		
II.C (Rule 390.1127) Programs for State Secondary Provisional Certificates ensure that candidates complete:			

Requirements	Status	Comments/Suggestions	Activities/ Goals for Final Approval
<p>II.C.1 Requirements of Rule 390.1122 (not less than 40 semester hours in a program of general or liberal education). (See details under Initial Teacher Preparation.);</p>	<p>Met</p>	<p>All Miller College Certification candidates complete a minimum of 45 semester hours (sh) of general or liberal education coursework:</p> <ol style="list-style-type: none"> 1. English Composition - 9 sh (ENGL 151 English Composition I, LBAR 300 Junior Seminar, ENGL 310 Advanced Composition & Textual Analysis I) 2. Science and Mathematics - 9 sh (A lab science course or SCIE 320, SCIE 330 Research Methods, and MATH 305 Applied Statistics) 3. Social Science/Humanities/Creativity - 6 sh (School of Education students must take a course in Literature and a course in Appreciation of the Arts/Creative Arts) 4. Oral Communication - 6 sh (Speech, Interpersonal Communication or COMM 310 Presentation Delivery & Design and PSYC 310 Organizational & Group Dynamics or an organizational behavior course or a group communication course) 5. Ethics/Philosophy - 3 sh (PHIL 310 Business & Professional Ethics or EDUC 499 Senior Seminar will meet this requirement) 6. Globally-Oriented - 3 sh (COMM 410 Intercultural Communication or EDUC 302 Diversity & Inclusion I) 7. General Education Electives - 9 sh 	

Requirements	Status	Comments/Suggestions	Activities/ Goals for Final Approval
II.C.2 Requirements of Rule 390.1123 (20 semester hours of theoretical and practical knowledge, including six semester hours of directed teaching);	Met	<p>Miller College candidates complete 43 semester hours of theoretical and practical knowledge including a minimum 14 week internship.</p> <p>All education candidates regardless of major or degree program, are required to complete a minimum of three semester hours in Human Growth and Development at the 100- or 200-level or PSYC 220 Human Growth & Development, as well as three semester hours in EDUC 305 Educational Psychology, EDU 200 Foundations of Education, EDUC 302 Diversity & Inclusion I, EDUC 305 Educational Psychology, EDUC 402 Classroom Management, EDUC 420 Elementary Methods, EDUC 421 Technology for the Classroom Teacher, EDUC 499 Senior Seminar and 10 semester hours in EDUC 498 Student Internship. EDUC 498 Student Internship is under the direct supervision of an experienced certified tenured teacher.</p>	
II.C.3.a A major of not less than 30 semester hours or a group major of 36 semester hours;	Met	<p>There are four Academic Majors: Integrated Science (39 sh) Language Arts Major (36 sh) Learning Disability (39 sh) Social Studies (36 sh) (2008-2009 Miller College Catalog, p 34)</p>	

Requirements	Status	Comments/Suggestions	Activities/ Goals for Final Approval
II.C.3.b A minor of 20 semester hours or a group minor of 24 semester hours; and	Met	There are seven Academic Minors: Elementary Education (30 sh) Early Childhood Education (27 sh) Integrated Science (24 sh) Language Arts (24 sh) Mathematics (24 sh) Reading (24 sh) Social Studies (27 sh) (2008-2009 Miller College Catalog p. 34)	
II.C.3.c Three semester hours in the teaching of reading (including studies in reading in the content-areas).	Met	Miller College requires all candidates to take two courses (6 semester hours) of teaching reading: EDUC 310 Teaching Reading and Language Arts I and EDUC 311 Teaching Reading and Language Arts II to meet the Elementary Education Planned Minor requirements.	
II.D Credit to obtain one major/minor is not used to obtain another major/minor, except in permissible areas such as special education and bilingual education. (See Rule 390.1128, which applies to already certificated persons.)	Met	Miller College Catalog (p.39) states, "Within the Elementary Education Program.....Credit to obtain one major/minor is not used to obtain another major/minor." There is no double counting of semester hours in any education major and minor.	
II.E Programs that prepare candidates for K-12 endorsements have appropriate components. (Specify.)	Met	The Learning Disabilities (K-12) endorsement program has all of the appropriate components in the application.	

Requirements	Status	Comments/Suggestions	Activities/ Goals for Final Approval
<p>II.F Appropriate program standards have been used to guide the program. See Michigan Teaching Certificate Endorsement Program Standards to be Used by Michigan Teacher Preparation Institutions for Specialty Program Approval at: http://www.michigan.gov/documents/Standards_to_use_for_Approval_of_Each_Specialty_Program_11_109415_7.04C44693_A74354.doc</p> <p>Sets of specialty program standards are available on the web in matrix format. See: http://www.michigan.gov/mde/0,1607,7-140-5234_5683_6368-24835--,00.html</p> <p>School Psychologist programs must meet the requirements of Rule 380.201 (September 1, 1992).</p>	Met		

Requirements	Status	Comments/Suggestions	Activities/ Goals for Final Approval
<p>II.G Group areas leading to an X code endorsement must include a fair balance of the various areas subsumed in that field.</p> <ul style="list-style-type: none"> AX Communication Arts BX Language Arts EX Mathematics GX Business Education HX Agricultural Education IX Industrial Technology JX Music Education MX Health, Physical Education, Recreation (and Dance) OX Fine Arts PX Humanities RX Social Studies TX Technology and Design 	Met		
<p>II.H Files of certification candidates contain appropriate documentation, including transcripts, letters of recommendation, Michigan Test for Teacher Certification scores, and criminal records check.</p>	Met	<p>Miller College maintains two official filing systems for all candidates. The first is an electronic file through Colleague Datatel. The second is a hard copy Credential File.</p> <p>In addition to this, candidates use a commercial program (LiveText) for their electronic portfolios.</p>	

Requirements	Status	Comments/Suggestions	Activities/ Goals for Final Approval
III. Field Experiences			
<p>III.A The institution provides institutional supervision for a minimum of six semester hours (of the required 20 semester hours of theoretical and practical knowledge) in directed teaching at the level for which the program prepares candidates for certification. [See Rule 390.1123(2).]</p>	Met	<p>All candidates complete a 14-week, full-time directed teaching experience, resulting in 10 semester hours of course credit in an elementary regular classroom.</p> <p>In the Special Education Learning Disability (SM) Program, candidates must do an additional 6 semester hours, 14-week student internship in an elementary and a secondary learning disability setting.</p>	

Summary of Findings from the Committee of Scholars

The Committee of Scholars (COS) was appointed by the Michigan State Board of Education (SBE) to evaluate the proposal from Robert B. Miller College (Miller College) to offer elementary and secondary teacher preparation programs at their Miller College campus in Battle Creek. The COS has determined that the program design is sound, and that it has been successfully implemented under the mentorship provided by Aquinas College.

The COS is recommending that the SBE grant probationary approval to Miller College. This will allow the institution to operate independently from Aquinas College, to implement its own policies, and to recommend candidates directly to the Michigan Department of Education for teacher certification. The same COS will review the application for final approval, when the institution is ready for that last step in the approval process.



June 2, 2009

Dr. Steven Stegink
Higher Education Consultant
Michigan Department of Education
John Hannah Building
608 W. Allegan St.
Lansing, MI 48933

Dear Dr. Stegink,

I am writing this letter to support Miller College's application for probationary approval as a teacher preparation institution. I would ask that you include this letter with the materials forwarded to the Michigan State Board of Education.

Aquinas College mentored Miller College during the preliminary phase of their application process. Aquinas College faculty liaisons have seen Miller's faculty carefully define a conceptual framework and develop a program that meets State standards and administrative rules. As a faculty representative from the mentoring institution, I have watched carefully to make sure Miller College teacher candidates were well prepared to serve the K-12 students of Michigan. With its unique collaboration with Kellogg Community College, I am confident that Miller College has the faculty, institutional resources and commitment to become an excellent Michigan teacher preparation institution.

I am prepared to attend necessary Michigan State Board of Education meetings to support Miller College and offer supporting testimony if appropriate.

Sincerely,

A handwritten signature in cursive script that reads "T. Bennett".

Timothy Bennett, M.Ed.
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