

Michigan State Board of Education/Michigan Department of Education
Office of Professional Preparation Services
Periodic Review/Program Evaluation

Michigan Specific Standards/Rules/Guidelines

Directions: *Please briefly indicate how your teacher preparation program meets each of the Michigan requirements.*

Requirements	Possible Sources of Evidence	Institution's Response
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).]	Catalog pages showing general education program requirements	Education candidates are required to complete a Core Curriculum of 48 hours. Candidates who complete their discipline majors or minors in the College of Liberal Arts and Education complete 54 hours in the Core Curriculum. Please see pages 89 – 91 in the <i>2003-2005 Undergraduate Catalog</i> and pages 16 – 21 in the <i>Class Schedule</i> on the web site.
I.B The preparation program ensures that individuals recommended for certification have completed 20 semester hours of theoretical and practical knowledge in the following fields:		
I.B.1 How human beings grow and how they learn. Elementary preparation shall focus on the developmental needs of preadolescents and early adolescents. Secondary preparation focuses on the developmental needs of early adolescents and adolescents. All study includes the needs of the exceptional child, including those with handicapping conditions; the gifted and talented; and those with cultural differences; and	Catalog pages showing teacher preparation program requirements	EDU 432 Psychology of Education or EDU 513 Principles of Learning, Development, and Adjustment (3 credits) and SED 460 Education and Mainstreaming of Exceptional Persons or SED 513 Principles of Learning, Development, and Adjustment (3 credits) are required of elementary and secondary Education candidates. The objectives and assignments of both courses ensure that candidates understand how all children and adolescents grow and learn and the principles of adapting lessons to accommodate the special needs of the exceptional student, including those with handicapping conditions; the gifted and talented; and those with cultural differences. The knowledge is used to design lesson and unit plans and instructional strategies in the methods courses. Please see pages 68 - 73 <i>Undergraduate Catalog</i> and course syllabi on the web site.

Requirements	Possible Sources of Evidence	Institution's Response
<p>I.B.2 The structure, function, and purposes of educational institutions in our society.</p>	<p>Catalog pages showing teacher preparation program requirements</p>	<p>EDU 440 School and Society or EDU 514 Society and Education (3 credits) and EDU 420 Philosophy of Education or EDU 525 Education Policy Studies (3 credits) are required of all elementary and secondary Education candidates. The structure, function, and purposes of educational institutions and their relationships with other aspects of society are studied and discussed to provide the candidates with knowledge and understanding of educational foundations. Please see pages 68 - 73 <i>Undergraduate Catalog</i> and the course syllabi on the web site.</p>
<p>I.C The preparation program addresses the Michigan State Board of Education 1993 <i>Entry-Level Standards for Michigan Teachers</i>," including:</p>		
<p>I.C.1 An understanding and appreciation of the liberal arts (the humanities, the social sciences, the mathematical and natural sciences, and the arts);</p>	<p>Catalog pages showing general education program requirements</p>	<p>The candidates complete a Core Curriculum of 48 or 54 credits that include: 12 credits (18 for CLAE students) in diverse human experience—3 in history, 3 in literature, 3 in aesthetic areas, 3 in cultures not their own. CLAE students elect 6 additional hours from those areas. 9 credits in social and natural sciences—3 from social science, 3 from natural science and 3 more elected from either. 6 credits in mathematical and computer skills. 9 credits from philosophy and religious studies. 6 credits about social responsibility-3 in ethics and 3 in contemporary socio-political problems. Please see pages 89 – 91 in the <i>2003-2005 Undergraduate Catalog</i> and pages 16 – 21 in the <i>Class Schedule</i> on the web site.</p>

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<p>I.C.2 An understanding of the commitment to student learning and achievement;</p>	<p>Catalog pages showing teacher preparation program requirements</p>	<p>Elementary candidates complete 37 credits in the Education program. 17 hours are in the Education core courses: EDU 401/402-Introduction, 420 or 525-Philosophy, 440 or 514 Schools & Society, 459 or 600-Technology, 432 or 513-Psychology, SED 460 or 560-Special Education. 12 hours are in subject specific methods courses: EDU 441-Science, 442-Social Science, 443- Reading, 448 Reading & Language Arts, and 449 Mathematics. The candidates demonstrate their commitment to student learning and achievement by completing 8 hours of Student Teaching-EDU 489.</p> <p>Secondary candidates complete 34 hours in the Education program. 17 hours are in the Education core courses: EDU 401/402-Introduction, 420 or 525-Philosophy, 440 or 514 Schools & Society, 459 or 600-Technology, 432 or 513-Psychology, SED 460 or 560-Special Education. 9 hours are in secondary methods courses: EDU 478/578 Reading in the Content Areas; EDU 469 Curriculum and Methods of Teaching in Secondary Schools I; and a subject specific course-471 Mathematics, 473 Social Studies, 474 Communication Arts, or 475 Science. The methods courses are adapted for candidates from the low enrollment disciplines. For example: EDU 449 Mathematics is adjusted for elementary Computer Science candidates; EDU 471 Mathematics is adjusted for secondary Computer Science candidates. EDU 441 Science is adjusted for elementary Health candidates; EDU 475 Science is adjusted for secondary Health candidates. EDU 473-Social Studies is adjusted for secondary Business candidates with an interest and background in Economics. EDU 471 Mathematics is adjusted for secondary Business candidates with an interest and background in mathematics or computer science. The candidates demonstrate their commitment to student learning and achievement by completing 8 hours of Student Teaching-EDU 490. Please see pages 68 - 73 <i>Undergraduate Catalog</i> and course syllabi on the web site.</p>

Requirements	Possible Sources of Evidence	Institution's Response
<p>I.C.3 A knowledge of the assigned subject areas and how to teach those subjects;</p>	<p>Highlighted syllabi from required courses</p>	<p>As explained in each of the specialty area reports, students complete a major of 30 minimum credits and/or a minor of 24 hours in the department of the discipline. The course work for these subjects is completed in the College of Liberal Arts and Education: English, Economics, Guidance and Counseling/School Counselor, History, Language Arts, Political Science, Psychology, Sociology, and Social Studies (group major of 36 credits; elementary group minor of 24).</p> <p>The course work for these subjects is completed in the College of Engineering and Science: Biology, Chemistry, Physics, Integrated Science (Elementary group major of 36 credits; group minor of 24. Secondary group major of 50 credits; group minor of 44), Mathematics, and Computer Science.</p> <p>The course work for the Comprehensive Business major of 51 hours or 39 hours is completed in the College of Business Administration and CLAE.</p> <p>The 25 hours of course work for the Health elementary and secondary minors are completed in the College of Health Professions, College of Engineering and Science-Biology, and CLAE.</p> <p>Special Education majors complete a discipline major and minor as explained, and their Special Education courses are taken in the Education Department housed in CLAE.</p> <p>General Education (K-5) candidates complete their discipline course work as explained, and the 20 hours for their endorsement are taken in the Education Department-CLAE.</p> <p>All sections of the MBST must be passed within 2 semesters of enrollment in the Education program courses or candidates are not permitted to register for further Education course work. (<i>Catalog</i> p.68)</p> <p>They must pass the state required Michigan Test for Teacher Certification (MTTC) in their major and minor field before admission to student teaching. (<i>Catalog</i> p. 69) In addition, candidates must have a 2.5 overall grade point average and a 2.7 academic average in their major and minor and their Education courses. They must have evidence of 15 clock hours experience with groups of students at the level of the certification sought. (<i>Teacher Education Handbook</i> pp.23-24; <i>Student Teaching Handbook</i> p.5) As of the fall 2006 term, candidates must pass the appropriate MTTC tests, not just be registered for them.</p> <p>Education candidates learn how to teach their subject's content, concepts, and skills in the appropriate elementary or secondary methods courses as listed in Standard I.C.2, and as explained in the Specialty Area reports, the discipline and Education syllabi, and the Pedagogy matrix of the Unit Report.</p>

Requirements	Possible Sources of Evidence	Institution's Response
<p>I.C.3 A knowledge of the assigned subject areas and how to teach those subjects (cont.)</p>		
<p>I.C.4 An ability to manage and monitor student learning;</p>	<p>Highlighted syllabi from required courses</p>	<p>Elementary candidates learn how to manage and monitor student learning in the elementary methods courses: EDU 441-Science, 442-Social Science, 443-Reading, 448-Reading and Language Arts, and 449-Mathematics. Secondary candidates learn how to manage and monitor student learning in the secondary methods courses: EDU 469-Methods I, 471-Mathematics, 473-Social Studies, 474-Communication Arts, 475-Science, 478/578-Reading. Please see the Specialty Area reports, the discipline and Education syllabi (on the web site), Standard I.C.2, and the Pedagogy matrix of the Unit Report.</p>
<p>I.C.5 An ability to systematically organize teaching practices and to learn from experience;</p>	<p>Highlighted syllabi from required courses</p>	<p>Please refer to Standards I.C.2., I.C.3., and I.C.4. for the courses that develop our candidates' abilities to systematically organize and learn from experience. The ability for candidates to learn from their experiences is also discussed and demonstrated in the Education Core courses: EDU 401/402 Introduction, EDU 420 or 525 Philosophy, EDU 440 or 514 School and Society, EDU 459 or 600 Technology, EDU 432 or 513 Psychology, and SED 460 or 560 Exceptional Persons. The evaluation forms used by the candidates, K-12 Cooperating Teachers, and University Supervisor include indicators of their abilities to plan purposefully, think reflectively and critically and to make appropriate decisions about elementary and/or secondary students and instruction, and to behave in an ethical and professional manner. (<i>Student Teaching Handbook</i> on the web site)</p>
<p>I.C.6 A commitment to participation in learning communities; and</p>	<p>Highlighted syllabi from required courses</p>	<p>Instructors who teach University Core Curriculum courses and the major and minor courses regularly engage their students in collaborative and team activities and assignments that facilitate the development of learning communities during their courses. Various student subject area clubs (for example Chemistry Club) and student activities throughout the campus also encourage such a commitment. The Education program specifically exposes the candidates to the importance of learning communities for educators in EDU 401/402. The professor engages the candidates in a series of in-class activities throughout the semester which develop a community of learners as they begin to reflect thoughtfully on a life in teaching. Through instructional practices and student assignments, each Education course reinforces the importance of educators participating in many different leaning communities at the local, state, national levels including internet ones. See Standard I.C.2 for the Education courses as well as links on the web site.</p>

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<p>I.C.7 An ability to use information technology to enhance learning and to enhance personal and professional productivity.</p>	<p>Highlighted syllabi from required courses</p>	<p>While information technology is used extensively throughout the University programs and the courses of Education program specifically, EDU 459 Instructional Technology or 600 Computer Uses in Education provides the foundation for integration of curriculum and technology and for understanding how technology can enrich the learning process for elementary and secondary students. (Syllabus is on web site.)</p>
<p>I.D The preparation program ensures that before individuals engage in student teaching, the individuals demonstrate (from Section 1531b <i>The Revised School Code</i>):</p>		
<p>I.D.1 High academic achievement;</p>	<p>Summary of requirements and grade point average</p>	<p>All sections of the MBST must be passed within 2 semesters of enrollment in the Education program courses or candidates are not permitted to register for further Education course work. (<i>Catalog</i> p.68) They must pass the state required Michigan Test for Teacher Certification (MTTC) in their major and minor field before admission to student teaching. (<i>Catalog</i> p. 69) In addition candidates must have a 2.5 overall grade point average and a 2.7 academic average in their major and minor and their Education courses. They must have evidence of 15 clock hours experience with groups of students at the level of the certification sought. (<i>Teacher Education Handbook</i> pp.23-24; <i>Student Teaching Handbook</i> p.5) As of the fall 2006 term, candidates must pass the appropriate MTTC tests, not just be registered for them. The CLAE Assistant Dean, who is Director of Certification and Field Placement, and the Education Department's Student Teaching Coordinator monitor and enforce these academic achievement requirements for teacher education.</p>
<p>I.D.2 Successful group work with children (as a condition for admission to the teacher preparation curriculum);</p>	<p>Entry requirements for teacher preparation</p>	<p>As part of the requirements for admission to the Teacher Education Program (and prior to registering for any EDU methods courses) candidates must submit to the CLAE Assistant Dean who is Director of Certification and Field Placement the "Report of Experience with Groups of School-Age Children" form. The form is completed by the candidate's supervisor attesting to the quality of the candidate's experience working with groups of children at the desired certification level (K-8 or 7-12) for a minimum of 15 hours. (<i>Teacher Education Handbook</i> p.23) The application must also include two recommendations from professional educators, one being a professor at UDM. The form asks the educators to provide their estimation of the applicant's probability of success as a teacher based upon their knowledge of the candidate's ability to work with others. (<i>Teacher Education Handbook</i> p.23) As part of the application to student teach, the Student Teacher Coordinator checks</p>

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I.D.2 (cont.) Successful group work with children (as a condition for admission to the teacher preparation curriculum);		once again to ensure that the candidate has proof of at least 15 clock hours of experience working with groups of children and youth at the age level of certification. (<i>Student Teaching Handbook</i> p. 5)
I.D.3 Knowledge of research-based teaching; and	Highlighted syllabi from required courses	<p>The Education Department's <i>Conceptual Framework</i> describes its vision for teachers who: are scholars who competently practice the art of teaching using knowledge gained from a diverse research base; inquirers who develop critical, reflective, and analytical thinking to design meaningful instruction for students; and moral agents who develop their own ethical reasoning.</p> <p>Throughout their Education program, candidates are exposed to research-based teaching. Their instructors model it, and candidates are required to submit lesson/unit plans and instructional strategies that are supported by research and that are aligned with state standards and benchmarks, resources, and other research-based electronic and book sources.</p> <p>Elementary and secondary methods courses require candidates to present lesson plans, etc. demonstrating this proficiency. Each subject specific elementary methods course devotes the opening sessions to providing a foundation for data-driven instruction; while the foundation for researched-based education is laid for secondary candidates in EDU 469-Curriculum and Methods I. EDU 443 and 478/578-Reading require candidates to integrate the <i>MCF</i> content standards and benchmarks when planning lessons.</p> <p>EDU 448 Reading/Language Arts and EDU 474 Communication Arts/English require candidates to integrate communication skills (thinking, listening, speaking, writing, reading, and moving) into lessons based on literature of meaningful content from the social and natural sciences as well as first hand experiences from their worlds and major instructional theories in current English education.</p> <p>EDU 442-Social Studies requires candidates to submit 9 reflective papers about research-based and constructivist teaching and to apply the material to their elementary classroom planning. EDU 473-Social Science expects the candidates to incorporate the elements of "Powerful and Authentic Social Studies" into their lesson designs and to apply the Michigan Social Studies Standards and Benchmarks.</p> <p>EDU 449-Elementary Mathematics and EDU 471-Secondary Mathematics require students to understand the constructivist approach to teaching key math operations, the state and national standards, and to relate those goals to personal values and beliefs about teaching and learning mathematics.</p> <p>EDU 441-Elementary Science and EDU 475-Secondary Science require candidates to examine critically ideas advanced by authorities in the field of K-12 science education. They are also expected to understand the <i>MCF</i> for science and to apply</p>

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I.D.3 Knowledge of research-based teaching; and (cont.)		<p>the theories, research, and standards to their lesson plans. EDU 459-Technology (or 600) requires candidates to plan and design effective technology-enhanced experiences which are aligned with Michigan PK-12 Technology expectations and the <i>MCF</i>.</p> <p>While the evaluation tools used by the candidates, K-12 Cooperating Teaching, and University Supervisors do not specifically state that candidates are expected to demonstrate their ability to present data-driven instruction, their practices are to reflect research and personal experiences. Data-driven instruction is discussed during the evaluation conferences and the five student teacher seminars held throughout the semester of student teaching.</p>
I.D.4 Working knowledge of modern technology and use of computers.	Highlighted syllabi from required courses	<p>As part of the University Core Curriculum (<i>Catalog</i> p. 90) the students must pass a computer literacy course based upon a diagnostic test and demonstrate literacy in a variety of technology skills. EDU 459 Instructional Technology (or 600) ensures that candidates have a working knowledge of modern technology and how to apply a variety to educational practices for elementary and secondary students. "Integrates technology to achieve objectives" is an indicator on the Student Teaching evaluation forms.</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 <i>Entry-Level Standards for Michigan Teachers</i> (Michigan State Board of Education, 1993, 1998);	Highlighted syllabi from required courses	<p><i>Entry-Level Standards for Michigan Teachers (ELSMT)</i> is used throughout the Education program in a variety of ways.</p> <p>As part of their thoughtful reflection about the possibility of a life in teaching in EDU 401/402 candidates are introduced to <i>ELSMT</i>, <i>MCF</i>, and similar documents and use them as guides in their action research project in K-12 schools.</p> <p>As candidates prepare to write their philosophy of education in EDU 420 (or 525), they participate in class discussions involving the <i>ELSMT</i> and the Education Department's <i>Conceptual Framework</i>.</p> <p>Candidates also may reference the <i>ELSMT</i> in the initial secondary curriculum and methods course (EDU 469) as they access the Michigan MDE web sites and discuss the basics of curriculum and lesson/unit design.</p> <p>The course objectives for the core course in education psychology (EDU 432 or 513) and in special education (SED 460 or 560) are deliberately referenced to the <i>ELSMT</i> and applied during course discussions, activities, and assignments.</p> <p>While syllabi for other methods courses do not identified the <i>ELSMT</i> directly, the standards were used to design the courses and are addressed as applicable throughout the courses.</p>

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<p>I.E.2 <i>Administrative Rules Governing the Certification of Michigan Teachers;</i></p> <p>I.E.2 <i>Administrative Rules Governing the Certification of Michigan Teachers;</i> (cont.)</p>	<p>Highlighted syllabi from required courses</p>	<p><i>Administrative Rules Governing the Certification of Michigan Teachers</i> is explained in the <i>Teacher Education Handbook</i> (p. 23, 37-38). Candidates are introduced to it as part of the introductory course EDU 401/402. It is addressed in EDU 420 (or 525) as the pathway to professional educator is presented and discussed. Other Education core and methods courses address certification issues as they arise during course work. The candidate's Education Advisor, assigned once he/she is admitted to the Education Program, includes it during their advising sessions. The <i>Student Teaching Handbook</i> highlights certification requirements as it explains the goals and requirements for Student Teaching (pp 4-5) and the special education requirements (p. 7). One of the student teacher seminars (EDU 489, 490, 474, 484) is devoted to presentations about certification prerequisites and other certification issues by the University Assistant Dean for Field Placement and Certification and a MDE Consultant from the Department of Professional Services. Once a candidate successfully completes Student Teaching, all certification issues are addressed through the Assistant Dean's office.</p>
<p>I.E.3 Michigan Test for Teacher Certification, including test objectives;</p>	<p>Highlighted syllabi from required courses</p>	<p><i>MTTC</i> issues are explained in the <i>Teacher Education Handbook</i> (pp. 22-23), "Application for Admission to the Teacher Education Program" packet, and <i>Student Teaching Handbook</i> (pp. 5-7). Education advisors and faculty members remind candidates about <i>MTTC</i> testing dates regularly. Dates of the testing are posted in the Education building, the library, and classroom buildings throughout the UDM campus. As explained in Standard I.E.1, 2; I.E.5; and I.E.6; Education courses address the issues related to the <i>MTTC</i> when candidates are required to create plans aligned with the <i>MCF's</i> for their disciplines.</p>
<p>I.E.4 <i>The Revised School Code (1996);</i></p>	<p>Highlighted syllabi from required courses</p>	<p>Any revisions to the <i>School Code</i>, including <i>The Revised School Code (1996)</i>, are reviewed by the CLAE Assistant Dean, who is also the Director of Field Placement and Certification, to ensure that UDM programs continue to meet the changes. The Education faculty uses the Director's suggestions to review all programs and make adjustments necessitated by <i>Code</i> changes. Subsequently, course syllabi are rewritten to incorporate any content changes. <i>The Revised School Code (1996)</i> is not, however, taught directly in any Education course except as a <i>Code</i> issue may surface during a class discussion, lecture, or presentation.</p>

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I.E.5 Administrative Rules for Special Education (1996);	Highlighted syllabi from required courses	Objective 7 of the syllabi for SED 460 Education and Mainstreaming of Exceptional Persons (or 560 Exceptional Persons) ensures that all Education candidates study the Administrative Rules for Special Education. It states, "Develop knowledge and understanding of special education federal and state legislation (including IDEA 1997, Section 504) and the process it dictates specifically regarding procedures for exceptional children and youth." This knowledge is revisited in the elementary and secondary methods courses where candidates are required to plan lessons that meet the needs of all students, including those with special needs.
I.E.6 Michigan Curriculum Framework;	Highlighted syllabi from required courses	<p>The Michigan State Board of Education documents, such as the <i>MCF</i> were used in writing the Education Department's <i>Conceptual Framework</i>, which guides the work of the faculty and the content of the Education Program and courses. The <i>MCF</i> is addressed throughout the Program's courses.</p> <p>The candidates receive a brief introduction in EDU 401/402 Introduction to Elementary and Secondary Education as they review the Department's <i>Conceptual Framework</i> to explore teaching as a possible life time career.</p> <p>In EDU 420 (or EDU 525) the <i>MCF</i> is discussed as the candidates participate in discussions about what it means to be a teacher as an inquiring educator, moral agent, and as a scholar (minimum of 4 sessions).</p> <p>In the psychology course, EDU 432 (or EDU 513), the candidates reference and use the <i>MCF</i> when they study "Learning and Instruction," "Approaches to Instruction," and "Assessment of Classroom Instruction."</p> <p>In EDU 440 School and Society, the <i>MCF</i> is discussed when the role of the state and national governments in relationship to "local control" issues is studied.</p> <p>In the required special education course, SED 460/560, the <i>MCF</i> is referenced in the sessions that deal with "Regular Education, Inclusion and Mainstreaming" and "Individual Education Plan." The knowledge is used in assignments: "Pre-Referral to Special Education and Classroom Intervention Accommodation Plan" and "Lesson Plan Adapted for At Risk/Special Education Student (s)."</p> <p>The methods courses require that candidates align their instructional, unit, and/or lesson plans with the <i>MCF</i>. A review of the syllabi for the Elementary methods courses (EDU 441-Science, 442-Social Science, 443-Reading, 448-Reading and Language Arts, 449-Mathematics) shows the depth to which the courses address the <i>MCF</i> in readings, lectures, demonstrations, discussions, classroom activities, papers, projects, and plans. The same is true for the Secondary methods courses (EDU 469-Methods, EDU 471-Mathematics, 473-Social Studies, 474-Communication Arts, 475-Science, and 478/578-Reading).</p> <p>Candidates are placed in K-12 schools that have aligned their curricula and courses with the SBE <i>MCF</i>.</p>

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I.E.7 Portions of the School Code pertaining to criminal activity:		
I.E.7.a Section 1230 (criminal records check by State Police/FBI);	Highlighted syllabi from required courses	Criminal records check is explained in EDU 420 Philosophy of Education, EDU 440 School and Society, and discussed as appropriate in any of the Education core and methods courses. Education advisors inform and/or review the rule during sessions. It is also addressed during the Student Teaching seminars during the presentations by the University Certification Officer and MDE Professional Services consultant. A felony form is completed by candidates as part of the application process to the Education Program, again for Student Teaching, and finally as part of the application for certification. See also page 23 in the <i>Teacher Education Handbook</i> and pages 5-6 in the <i>Student Teaching Handbook</i> .
I.E.7.b Sections 1535a, 1539a, and 1539b (Requirements for reporting, notification, criminal conviction, and suspension); and	Highlighted syllabi from required courses	Requirements for reporting, notification, criminal conviction, and suspension are explained in EDU 420 Philosophy of Education, EDU 440 School and Society, and discussed as appropriate in any of the Education core and methods courses. Education advisors inform and/or review the rule during sessions. It is also addressed during the Student Teaching seminars during the presentations by the University Certification Officer and MDE Professional Services consultant. See also page 23 in the <i>Teacher Education Handbook</i> and pages 5-6 in the <i>Student Teaching Handbook</i> .
I.E.7.c Section 1809 (certificate fraud).	Highlighted syllabi from required courses	Certificate fraud is explained along with the items in Standards I.E.7.a and b.
I.E.8 Procedures for certificate denial, suspension, revocation, and reinstatement (<i>Administrative Rules Governing the Certification of Michigan Teachers, Part 10</i>);	Highlighted syllabi from required courses	Procedures for certificate denial, suspension, revocation, and reinstatement are explained along with the items in Standards I.E.7.a and b.
I.E.9 Public Act 25 (School Improvement);	Highlighted syllabi from required courses	School Improvement (Public Act 25) issues are dealt with in a manner similar to those explained in Standards I.E.7.a and b.
I.E.10 Michigan State Board of Education Policy Statement on Multicultural Education (August 1992); and	Highlighted syllabi from required courses	SBE Multicultural Education Policy is addressed in a manner similar to those explained in Standards I.E.7.a and b. Additional proof that UDM Education candidates have understanding of the SBE Statement on Multicultural Education is offered in the response to Quality Indicator 3 Diversity.
I.E.11 Michigan Alternative Routes to Teacher Certification (MARTC).	Highlighted syllabi from required courses	Alternative routes to teacher certification issues are dealt with in a manner similar to those explained in Standards I.E.7.a and b.

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II. Content Studies		
<p>II.A Programs Offered for Certification/Endorsement (Form X) is complete and accurate. Advanced preparation programs are identified. (See definition in <i>Glossary of NCATE Standards, Procedures, and Policies</i>, 1995.)</p>	<p>Programs Offered for Certification/Endorsement (Form X)</p>	<p>Form X (Revised 7-29-05) is complete and accurate. The two Special Education programs (Emotional Impairment (SE) and Learning Disabilities (SM) are offered as Masters Programs as well as Undergraduate/Post Graduate programs. The Counselor (NT) is an endorsement on a secondary certificate and a Graduate program. The other 18 programs for which UDM is seeking state approval are undergraduate majors and/or minors in the Elementary and Secondary levels of State certification. The programs are listed in the <i>Undergraduate Catalog</i> on pages 70 and 72; in the <i>Graduate Catalog</i> on pages 63-67.</p> <p>The state review of the Emotionally Impaired/Behavior Disorder (SE) and Learning Disabilities (SM) Special Education programs is postponed and will be completed as a part of the MDE pilot in January 2006.</p> <p>The Teaching and Learning: Specialty in Waldorf Education master's degree program, explained on pages 67-68 of the <i>Graduate Catalog</i>, was discontinued in 2005.</p> <p>The Masters of Arts Early Childhood Education explained on pages 62-63 of the <i>Graduate Catalog</i> is currently not accepting new students into the program and is not being submitted for review.</p> <p>The Masters of Arts in Curriculum and Instruction (pages 60-62 <i>Graduate Catalog</i>) and the Master of Arts in Educational Administration (page 63 <i>Graduate Catalog</i>) are not being submitted for review. Both are not listed on Form X.</p>
<p>II.B (Rule 390.1126) Programs for State Elementary Provisional Certificates ensure that candidates complete:</p>		
<p>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.B.);</p>	<p>Catalog pages showing general education program requirements</p>	<p>Students seeking certification in Elementary Education complete the same Core Curriculum requirements (48-54 hours depending on school of major) as all UDM students. Please see pages 69 and 71, 89 – 91 in the <i>2003-2005 Undergraduate Catalog</i> and pages 16 – 21 in the <i>Class Schedule</i> on the web site.</p> <p>In addition to the undergraduate Education programs, students can also prepare for an elementary teaching certificate in the College of Liberal Arts and Education as a post-degree candidate. They complete the same courses as the undergraduate students. In addition, students pursuing elementary education are required to fulfill general studies requirements of 52 hours. Please see pages 72-73 of the <i>Undergraduate Catalog</i>.</p>

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<p>II.B.2 Requirements of Rule 390.1123 (20 hours of theoretical and practical knowledge, including six semester hours of directed teaching);</p>	<p>Catalog pages showing teacher preparation program requirements</p>	<p>Elementary Education candidates complete 25 hours of core Education course work about theoretical and practical knowledge including 8 hours of student teaching. They also complete 12 hours of methods courses. Please see pages 68-70 of the <i>Undergraduate Catalog</i>.</p>
<p>II.B.3 A major of not less than 30 semester hours or a group major of 36 semester hours, and a planned program of 20 semester hours in other fields deemed appropriate to elementary education; 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</p>	<p>Catalog pages showing teacher preparation program requirements</p>	<p>The Elementary majors and minors are explained on pages 69-70 of the <i>Undergraduate Catalog</i>. "A teaching major consists of not less than 30 semester hours in a single discipline or 36 semester hours in a group of disciplines. A teaching minor consists of not less than 20 semester hours in a single discipline and 24 semester hours in a group of disciplines. Teaching majors and teaching minors must be appropriate to the elementary school. Advisors work with their advisees to ensure that the appropriate courses are completed.</p>
<p>II.B.4 Six semester hours in the teaching of reading, including developmental reading, management of reading instruction, and reading in the content areas.</p>	<p>Catalog pages showing teacher preparation program requirements</p>	<p>Elementary candidates are required to take 6 hours in the teaching of reading: EDU 443 Teaching Reading in the Elementary and Middle Schools (3 credit hours) and EDU 448 Methods and Materials for Teaching Reading and the Language Arts (3 credit hours). Please see <i>Undergraduate Catalog</i>, page 70.</p>
<p>II.C (Rule 390.1127) Programs for State Secondary Provisional Certificates ensure that candidates complete:</p>		
<p>II.C.1 Requirements of Rule 390.1122 (not less than 40 semester hours in a program of general or liberal education.) (See details under Initial Teacher Preparation.);</p>	<p>Catalog pages showing general education program requirements</p>	<p>Students seeking certification in Secondary Education complete the same Core Curriculum requirements (48-54 hours depending on school of major) as all UDM students. Please see pages 69 and 71, 89 – 91 in the <i>2003-2005 Undergraduate Catalog</i> and pages 16 – 21 in the <i>Class Schedule</i> on the web site. In addition to the undergraduate Education programs, students can also prepare for a secondary teaching certificate in the College of Liberal Arts and Education as a post-degree candidate. The requirements are the same. The secondary candidates must also complete 45 hours of general studies. Please see pages 72-73 of the <i>Undergraduate Catalog</i></p>

Requirements	Possible Sources of Evidence	Institution's Response
II.C.2 Requirements of Rule 390.1123 (20 semester hours of theoretical and practical knowledge, including six semester hours of directed teaching.);	Catalog pages showing teacher preparation program requirements	Secondary Education candidates complete 25 hours of core Education course work about theoretical and practical knowledge including 8 hours of student teaching. They complete 9 hours of methods courses. Please see pages 68-69 and 71-72 of the <i>Undergraduate Catalog</i> .
II.C.3.a A major of not less than 30 semester hours or a group major of 36 semester hours.	Catalog pages showing teacher preparation program requirements	Secondary Education candidates are required to complete a major of not less than 30 semester hours or a group major of 36 hours. Please see pages 71-72 of the <i>Undergraduate Catalog</i> .
II.C.3.b A minor of 20 semester hours or a group minor of 24 semester hours.	Catalog pages showing teacher preparation program requirements	Secondary Education candidates are required to complete a minor of 20 semester hours or a group minor of 24 hours. Please see pages 71-72 of the <i>Undergraduate Catalog</i> .
II.C.3.c Three semester hours in the teaching of reading (including studies in reading in the content areas).	Catalog pages showing teacher preparation program requirements	Secondary candidates are required to complete EDU 478/578 Reading in the Content Areas for 3 semester hours. Please see page-72 of the <i>Undergraduate Catalog</i> .
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 that applies to already certificated persons.)	Documents covering institution's policies	UDM policy is that credit to obtain one major/minor is not used to obtain another major/minor, except in permissible areas such as special education. Advisors know this and advise the candidates accordingly. It is monitored during transcript checks by the CLAE Assistant Dean for admission to the Teacher Education program and again prior to graduation. The <i>Undergraduate Catalog</i> and <i>Teacher Education Handbook</i> will be revised to include this policy.
II.E Programs that prepare candidates for K-12 endorsements have appropriate components. (Specify.)	Form XX for relevant programs	UDM offers two K-12 endorsements at the Master's level: Emotionally Impaired (SE) and Learning Disabilities (SM). UDM has elected to be one of the pilot schools for the 2005-2012 State PR/PE process. Both programs address all K-12 grades in every course. Candidates take the appropriate courses for the SE or SM programs and complete practicum and student teaching experiences at the grade level of their general certification.

Requirements	Possible Sources of Evidence	Institution's Response
<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/StandardsToUseForApprovalofEachSpecialtyProgramA35643_74354_7.pdf 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 School Psychologist programs must meet the requirements of Rule 380.201 (September 1, 1992).</p>	<p>Specialty Program documentation</p>	<p>The appropriate program standards as listed in "Michigan Teaching Certificate Endorsement Programs Standards to be Used by Michigan Teacher Preparation Institutions for Specialty Program Approval" are used in conjunction with those of state and national professional organizations such as International Reading Association, National Council of Teachers of English, National Council for the Social Studies, National Council of Teachers of Mathematics, National Science Teachers Association, National Association for the Education of Young Children, Council for Exceptional Children, and International Society for Technology in Education to guide the Education program.</p>
<p>II.G Group areas leading to an "X" code endorsement must include a fair balance of the various areas subsumed in that field. AX Communication Arts BX Language Arts DI Integrated Science DP Physical Science EX Mathematics GX Business Education HX Agricultural Education IX Industrial Technology JX Music Education LQ Visual Arts Education MX Health, Physical Education, Recreation (and Dance) OX Fine Arts</p>	<p>Form XX for relevant programs</p>	<p>Each "X" program for which we offer an endorsement program includes a fair balance of the various areas subsumed in the discipline. The elementary Language Arts (BX) 36 hour major course disbursement is: 3 hours in Reading and Writing; 6 hours in Literature-Genre; 3 hours in Writing and Language; 6 hours in Diversity Literature; 3 hours in Speaking; 9 hours in Communication; 6 hours in Theatre/Drama. The minor maintains the balance within a 24 hour program. The secondary Integrated Science (DI) 50 hour comprehensive major course disbursement is: 3 hours in Environmental Science; 10 hours in Biology; 5 hours in Organic Chemistry; 3 hours in Biochemistry;</p>

Requirements	Possible Sources of Evidence	Institution's Response
<p>11.G (cont.)</p> <p>PX Humanities RX Social Studies TX Technology and Design</p>		<p>12 hours in Chemistry; 11 hours in Physics; 6 hours elective in Chemistry and/or Biology. The Secondary 44 hour program and the Elementary major and minor programs maintain the balance among the disciplines and sub-disciplines.</p> <p>The secondary Business, Management, Marketing, and Technology Comprehensive Program (GQ) 51 hour major course disbursement is: 6 hours in Accounting; 27 hours in Business (Organization, Marketing, Financial Management, Information System Management, Leadership, Business Writing); 9 hours in Economics; 3 hours in Statistics; 3 hours elective in Marketing; 3 hours elective in International Business. Computer/Technology and International Business are infused appropriately throughout the courses. The Secondary 39 hour program maintains the balance among the disciplines and sub-disciplines.</p> <p>The elementary and secondary Social Studies (RX) 36 hour major course disbursement is: 6 hours in Economics; 6 hours in Geography; 12 hours in History (Comparative, USA, Michigan); 6 hours in Political Science; 6 hours electives from Economics, History, or Political Science. The 24 hour elementary minor program maintains the balance among the disciplines and sub-disciplines.</p>
<p>II.H</p> <p>Files of certification candidates contain appropriate documentation, including transcripts, letters of recommendation, Michigan Test for Teacher Certification scores, and criminal record check.</p>	<p>List of file contents</p>	<p>The files of certification candidates contain appropriate documentation. Application for Certification, which includes: Demographic information; university education record with transcript; personal statement about criminal record and understanding of the law about fraudulent credentials. Letter verifying that the candidate is qualified to be certified, including MTTC scores. Letter of recommendation from school district where student teaching completed and/or school district where employed.</p>

Requirements	Possible Sources of Evidence	Institution's Response
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>	<p>Institution's requirements for student teaching</p>	<p>The Student Teaching Experience for the elementary and secondary candidates in general education is at least 8 semester hours. The experience is for 14 weeks and is supervised by a UDM University Supervisor in collaboration with a K-12 Cooperating Teacher. Special Education candidates who do not hold a general education certificate complete a full semester of six hours credit in a general K-12 classroom followed by a full semester of six hours credit in a special education classroom—Emotionally Impaired or Learning Disabilities. A candidate who seeks endorsement in both Emotionally Impaired and Learning Disabilities must complete a six hour student teaching assignment in each discipline.</p>