

## CHAPTER 8

### ACCREDITATION—NCATE II, 1997 “PAPERLESS”

#### This Time with Periodic Review!

Functionally, the start of preparations for the 1997 National Council for Accreditation of Teacher Education (NCATE) review and re-accreditation began the moment the 1992 Board of Examiners (BOE) team left the campus. There were weaknesses and two un-met Standards to be addressed and resolved. There were weaknesses—and sometimes more—in the SPA (Specialized Professional Association) reports to be addressed and resolved, as well. The 1992 BOE team found, supported by NCATE’s Unit Accreditation Board (UAB), that “quality” was inconsistent across programs. The lack of quality across programs was reinforced, in part, by the fact that the pass rates on the state’s subject field tests varied widely across programs. We had very weak data about how our program completers performed in their early years “on the job.”

State Periodic Review/Program Evaluation (PR/PE) was on the horizon but, at this point (1993), not well defined in terms of what was to be done and how to do it. In every instance, there was much to be done!

Teacher Test Scores. Results from another administration of the state teacher tests came in during March 1993, and the results and cumulative results showed only slight improvements from earlier administrations. On the basic skills test, alleged Eastern Michigan University (EMU) students did well on the reading portion, less well on the writing portion, and less well than that on the mathematics portion. On the subject-matter tests, students in about half of our teaching fields were performing at least reasonably well, but students in about half of our teaching fields were not performing very well.

We began analyses and reports--now that we had an appreciable body of data--that continued in increased detail for many months to come. These analyses eventually prompted us to propose to (and to have implemented by) the Michigan Department of Education and National Evaluation Systems (the testing company) a number of policy changes with respect to the test administration.

We found relatively large numbers of test takers who self-identified as an EMU student but for whom we could find no record of any EMU affiliation, or any recent affiliation, or any appreciable affiliation. As some wag put it, “people who don’t know where they went to school tend not to do well on either basic skills or subject-matter tests.” Eventually, we (and all other institutions in the state) received the right to “strike” test takers and their scores if the test taker had not completed certain well-defined academic requirements at the self-identified institution—and that this “striking” would be done before any institutional summary reports were prepared or released.

Using only course titles and descriptions from the catalog, we began to “map” the test objectives for each low-performing subject field against EMU requirements for the corresponding teaching major and minor. However, as one might suspect, the academic requirements of the low-performing subject fields did not “map” well with the test objectives for that field. This was especially true in instances where an academic minor constituted the teaching field.

At the time, many of the EMU (secondary and K-12) teaching majors were very loosely structured. Requirements tended to be things like “take one course from the following six courses.” Another example would be from geography. An appreciable portion of the objectives for and the test content of “geography” consisted of “geography of Michigan.” The Department of Geography and Geology offered a perfectly fine course in Michigan geography, but it was not required; it was an elective. As a result, some prospective teachers of geography took the course but many others did not. Sharp words were exchanged when I suggested to that Department that it would be highly advantageous for them to require Michigan geography of all prospective teachers of geography. (I had no business/authority to suggest such to them; they knew what was best for their discipline.) Although some departments/programs were quite receptive to this analysis and made changes accordingly, responses similar to that of Geography and Geology were received from other departments/programs. It took a long time and a lot of effort on the part of numerous College of Education (COE) personnel to get all the secondary and K-12 teacher preparation programs in reasonable alignment with the test objectives for the respective field.

We began--and urged departments/programs outside the COE to initiate--various kinds of short-term remediation/refresher sessions before students sat for these tests. All of these efforts, over many months, caused our test scores on the teacher certification tests to rise appreciably.

March 1993. At its March 10, 1993 meeting, the COE Council approved various course changes, changes in the exit requirements for the master's program in educational leadership, in the retention requirements for the master's level school counseling program, in the admissions and retention requirements for the master's program for college student personnel, and in the admission requirements for the master's level community counseling program. Changes in the initial-level teaching majors of physics and general science-earth science were also approved. (In all cases mentioned hereafter in the Chapter, I, as dean, approved the actions of the COE Council—technically recommendations to the dean—and transmitted the action to the appropriate place for implementation.)

The Council also approved a motion to change all references related to admission to an advanced program from substantially "hold a valid teaching certificate" to substantially "hold or be eligible for a valid teaching certificate," effective immediately. All of these actions were approved and implemented shortly afterwards.

Reports from SPA's kept coming in, far too late to inform the 1992 BOE team. In March 1993 we received notification of approval with stipulations of the initial-level technology

education program by the International Technology Education Association (ITEA). The approval was conditional based on removal of the stipulations by December 1993.

Governance Issues. The leadership of the faculty union determined that the University Council on Teacher Education (UCTE) was not a valid part of the “input” structure as required by the Master Contract. Accordingly, UCTE had no legitimate recommending authority and thus no legitimate reason for being. It was strongly recommended that UCTE be abolished and that the COE’s governance document be substantially amended. Central administration, wanting to keep as much peace with the union as possible, supported these recommendations. I did a first draft of a governance structure that I thought would be satisfactory to all parties and agreed that, at such time as a replacement document and structure was approved by the COE faculty (and the union, as being in accord with the Master Contract), the UCTE would be abolished. The proposed revision went through many drafts as various parties discussed it.

April 1993. We learned that the National Council of Teachers of Mathematics (NCTM) had found the teaching major in mathematics for secondary teachers to be in compliance with NCTM standards. We still had not heard from the specialized professional organizations covering elementary education, physical education, and school psychology.

At its April 14, 1993 meeting, based on a recommendation from UCTE, the COE Council approved revisions in the art education teaching minor. Changes in the exit requirements for certain programs in the Department of Leadership and Counseling were also approved. Changes in the master’s programs in business education and industrial education were approved. All these recommendations were quickly approved and implemented.

Summer 1993. Results of another round of teacher tests were received. There were incremental improvements over previous results. We were (temporarily, it turned out) now up to 23 (of 40 teaching fields tested) in which, cumulatively, EMU pass rates were at or above the state pass rate for the same field. In August 1993, we were notified of approval of EMU’s initial-level physical education by the National Association for Sport and Physical Education (NASPE), an arm of the American Alliance for Health, Physical Education, Recreation, and Dance (AAHPERD).

September 1993. During this month, the COE Council approved changes in the speech-language pathology program and the hearing-impaired program. I was asked to prepare a Draft IX of the proposed COE Input Document incorporating changes that were suggested at the opening faculty meeting.

October 1993. The bulk of the October 13, 1993 COE Council meeting was devoted to a line-by-line, paragraph-by-paragraph review of the proposed revision of “governance” documents. At its October 27, 1993 meeting the Council approved sending to the faculty for a vote wording for a document that provides for a reorganization of the "College of Education Council and Related Structures."

Reconfiguration of the elementary program. Strong interest was building for a “reconfiguration” of the program for preparing elementary teachers. On October 8 and 29, 1993 meetings were held for those who teach and administer courses and field experiences for elementary teacher certification. The need for reconfiguration was discussed, along with suggestions for changes in the program outcomes prepared for NCATE. Groups also designed potential outcome exhibits (portfolios) for student assessment.

During the October 29th meeting, several participants were nominated for the Steering Committee of this “Reconfiguration” effort. They were contacted and asked if they were willing to serve. The list was then forwarded to me and I appointed Georgea Langer, Marvin Pasch, Lynne Rocklage, and Carla Tayeh. Participants also suggested that several work groups be formed. Those nominated for the Steering Committee indicated which work groups they would be willing to lead. I then appointed the following participants: Outcomes/Exhibits: Marvin Pasch (chair), Matilda Sayegh, Jaime Grinberg; Field-Based Experiences: Robbie Johnson (chair), Olga Nelson, Christina Jose-Kampfner; Cultural Diversity: Kathleen Quinn (chair), Maureen McCormack, Kathleen Beauvais; Academic Content and Professional Sequence: Carla Tayeh (co-chair), Pat Pokay (co-chair), Louise Jernigan, Mary Teal, Lew Kieft, Alane Starko, Georgea Langer, Karen Paciorek; Technology and Communication: Lynn Rocklage (chair), Ann Remp. COE and other faculty members were invited to join one or more work groups, provided there was a willingness to meet 3-4 hours per month, February-April, 1994; and work collaboratively toward improved programs. A joint meeting of all Work Group members was called for January 14, 1994.

NCATE Changes Announced. In the meantime, NCATE notified us that it had approved revised educator preparation guidelines from several “specialty” organizations, in particular NCTM, American Library Association (ALA), and the National Science Teachers Association (NSTA) (all at the basic level) and for NASPE at the advanced level. Other revisions were under consideration. In addition, NCATE’s new continuing accreditation system, to be implemented in spring 1995 (and applicable to EMU in 1997), was approved. It would involve a smaller visiting team and an emphasis on correction of weaknesses identified during the previous NCATE accreditation review (the 1992 visit, in our case).

November 1993. UCTE met on November 4, 1993 and adopted a proposal to request, of the Michigan Department of Education, permission to offer marketing education as a separate endorsement area.

At its November 10, 1993 meeting the COE Council approved a number of changes in several master's programs in the Department of Teacher Education. In addition, the Council approved an election process for a faculty vote on the proposed "COE Council and Related Structures" document. In general, at about the time of the Thanksgiving weekend, full-time, tenure-track faculty in the COE would receive a formal notice of the election and other materials, including a summary of the proposed document.

December 1993. During the election period of December 6 and December 10, 50 members of the COE faculty voted on the proposed "College of Education Council and Related Structures" document—36 affirmative votes, 13 negative votes, and one abstention. I advised the faculty that other campus bodies and parties would need to review and approve the document before its contents were put into effect. However, I anticipated that the document would become effective with the next academic year, which turned out to be the case.

Additional state teacher test results became available. EMU students (including persons attributed to EMU) continued to perform at the same level as the state average on the Basic Skills reading test, but below the state average by a few percentage points on the mathematics and writing tests. We continued with 23 (of 41) applicable subject area fields where students attributed to EMU had cumulatively scored at or above the state average for the same field—with 18 subject area fields still "to fix" such as to get to or above the state average for the same field.

January 1994. The COE Council met on January 12, 1994. The Council recommended the approval of a proposal initiated by the Department of Business and Industrial Education (College of Technology) and approved by UCTE to request of the Michigan Department of Education authorization for EMU to offer programming leading to an institutional recommendation for endorsement "GM" ("marketing education") and endorsement "VD" (vocational marketing education). This proposal was submitted shortly thereafter.

A proposal to revise substantially the early childhood minor was approved. The Council also endorsed a proposal establishing a curriculum for persons admitted to the doctoral program in educational leadership after completion of a master's degree (as opposed to the present structure, which provided only a curriculum for persons admitted after completion of a specialist degree).

The COE Council met again on January 26, 1994. The major business item was to adopt policies to implement a previously-approved concept paper on "Professional Development Institute Programming." Under this concept, to be implemented the following fall with the assistance of Continuing Education and the Graduate School, EMU's "Professional Development Institute"

will offer a series of "hot topics" graduate-credit courses--not applicable to degree programs--to COE constituencies. (This concept was implemented over the next several semesters, but it was not successful in terms of attracting enrollments.)

February 1994. At its February 9, 1994 meeting, the COE Council approved several actions recommended by the UCTE. These included a change in the program for preparation of teachers of speech, changes in both the major and minors in elementary science, and a policy of 9-18 hours from a single department in group majors used in the elementary education curriculum. Also adopted was a policy structuring the Committee on Advanced Programs, effective with the fall of 1994.

March 1994. More state teacher test results were reported. Not much changed. However, at its March 9, 1994 meeting, the State Board of Education increased the "cut scores" for passing five certification areas, effective with the July 1994 tests.

The COE Council also met on March 9, 1994. It accepted a report from the Joint Committee (with UCTE) on the Post-Baccalaureate Program and forwarded it to departments and program areas for comment before final action. The Council adopted as policy a set of procedures concerning the membership of and structure for the "Professional and Affiliated Programs" Committee that would become one of the COE standing committees the following fall.

The COE Council met again on March 23. Approved was "that SGN 300 [Exceptional Children in the Regular Classroom, a one-semester hour course] be replaced by SGN 251 [Education of Exceptional Children, a three-semester hour course] in all programs in which SGN 300 is currently required, effective with students who are admitted to the teacher education program under the 1995-1996 and later catalogs."

April 1994. "Reconfiguration" of the elementary program was well under way. Georgea Langer reported to the governance bodies and to the faculty on progress, with a timeline that included implementing a substantially revised program in the fall of 1996.

At its April 13, 1994 meeting, the COE Council approved a large number of changes in both the master's program in physical education and the master's programs in Guidance and Counseling.

The Council adopted a policy concerning the membership of the Committee on Basic Programs for 1994-1996. The policy included (in addition to two student voting representatives), 21 elected faculty representatives distributed as follows: Six (6) from the Department of Teacher Education; four (4) from the full-time faculty who are scheduled to supervise student teachers; three (3) from the Department of Special Education; one (1) from the Department of

Health, Physical Education, Recreation, and Dance; one (1) representative from the College of Technology; one (1) from the Department of Art; one (1) from the Department of English Language and Literature; one (1) from the Department of Mathematics; one (1) for (collectively) the Departments of Biology, Chemistry, Computer Science, Geography and Geology, and Physics; one (1) for (collectively) the Departments of Communication and Theatre Arts, Foreign Language and Bilingual Studies, and Music; and one (1) for (collectively) the Departments of History and Philosophy, Political Science, Sociology, Economics, and Psychology.

May 1994. The College of Education Council held its final meeting until fall on May 11, 1994. There was discussion of the report concerning the proposed post-baccalaureate program structure/curriculum. The matter was referred to the *ad hoc* committee that developed the report, with a request that input be synthesized into an additional report that was due in October 1994.

NCATE announced recently-approved revisions in the NCATE Standards which placed a much greater emphasis on the knowledge and skills pre-service teachers should have. In the first major revision since 1987, the new Standards expected an institution to assess a candidate's progress through a program in a variety of ways. In addition, prospective teachers would be required to show that they understood educational technology and computers, including their use in instruction, assessment, and professional development. I called the faculty's attention to the fact that the revised Standards would be in effect at the time of our 1997 NCATE visit.

June 1994. Additional teacher test results became available. There were slight improvements over all, with a notable improvement in the social science pass rate, due, at least in part, to extensive attention that had been given to this field over the previous year.

July 1994. I announced that the *ad hoc* Advanced Programs Committee, which had been active during the previous year addressing issues involved with NCATE Standard I-A, would be dissolved, effective with the end of the summer term.

The Michigan Department of Education announced that, as of the fall of 1997, there would no longer be a CX "Social Science" endorsement from the Michigan Department of Education. Students who were currently pursuing a program of studies that led to a CX "Social Science" endorsement had that length of time to complete the program of studies, after which the CX endorsement will not be available. Available after December 1, 1995 would be an RX "Social Studies" endorsement that covered economics, geography, history, and political science. A proposal for EMU's RX "Social Studies" preparation program at the secondary level had been prepared and was scheduled to be on the agenda for an early meeting of the COE Council in the fall of 1994.

It was reported that a revised curriculum was in development for initial and advanced preparation for elementary teachers--part of the elementary reconfiguration effort that was underway. It was anticipated that, when revised programming for both levels had been approved at the institutional level, the state would be asked to approve the changed curriculum. Jim Riley was coordinating efforts to accomplish these changes.

September 1994. More state teacher test scores became available. There were gradual improvements but we still had “below average” cumulative pass rates on about half of the tested fields. Our over-all pass rate had improved dramatically with major improvements in the “social sciences” area—one that had a very large *n*. The State Board of Education approved EMU to prepare teachers in the areas of "marketing education" (code GM) and "vocational marketing education" (code VD). The “Reconfiguration” (of the elementary program) Work Group had prepared a concept paper that would be circulated, discussed, and revised in the weeks ahead.

October 1994. Over the summer, the revised COE governance structure had been approved by all necessary parties, including the faculty union. UCTE was abolished and, in general, its functions were assumed by the new Committee on Basic Programs of the revised COE “input” structure. The Basic Programs Committee held its organizational meeting on October 20, 1994. Alane Starko was elected as the initial chair of this group.

November 1994. Many aspects of student advising (especially for the initial teaching programs) by faculty members across the campus were still chaotic, especially with all the curricular and academic policy changes that had come about in recent months, the new “social studies” requirements, and the like. To its great credit, the Department of Teacher Education had gone to some lengths to make sure that its faculty members were all “on the same page” as far as advising was concerned. However, secondary and K-12 certification area students were advised (or were supposed to be advised) by faculty members in colleges other than Education. Student tales of woe about being “misadvised” were frequent. Olga Nelson, who had been a leader in getting advising in the Department of Teacher Education in good order, now took on the task of briefing advisors in other colleges, especially Arts and Sciences.

The COE Council met on November 9, 1994. Among its actions at that time was the approval of the new “social studies” major for secondary teachers. At the COE Council meeting of November 23, 1994, the group adopted changes in the admission requirements for the master’s program in learning disabled and in the pedagogy track of the master’s program in physical education.

The *ad hoc* Graduate Certification Programs Committee was abolished and the new Committee on Advanced Programs had its organizational meeting on November 10, 1994. Martha Kinney-Sedgwick was elected as the initial chair of this group. At its November 1994 meeting,



the Basic Programs Committee recommended approval of the revised program for elementary teachers majoring or minoring in social studies.

December 1994. Additional state teacher test results became available. In general, certification/test areas that were already above the state pass rate for the same field just kept getting better and better, which did have the effect of raising our over-all pass rate on the subject-field tests. In fact, it was not uncommon by this time to have 12-15 fields with EMU 100% or near-100% pass rates routinely, both for a given test administration and cumulatively. However, these tended to be relatively low-enrollment fields. On the other hand, exactly half of our teaching fields, including many of the high-enrollment fields, still had a cumulative pass rate that was below that for the same field state-wide.

The COE Council met on December 14, 1994. Upon recommendation of the Basic Programs Committee, an extensive revision of both the major and the minor in social studies for elementary teachers was approved. Upon recommendation of the Basic Programs Committee, it was approved to request of the Michigan Department of Education that the authorization to offer the long-inactive NU "occupational therapy" certification area be discontinued.

Not directly related to any accreditation/approval, but significant in the well-being of the College, the Council considered and approved to send forward a proposal from the Department of Health, Physical Education, Recreation, and Dance to change the university's undergraduate graduation requirement from two hours of physical education activity courses (with certain exceptions) to a two-hour "fitness" requirement (with no exceptions). (This was amended at the following meeting to provide for an exception for veterans and for students taking both Military Science 100 and 101.)

January 1995. The COE Council met on both January 11, 1995 and January 25, 1995. At the latter meeting, there was approval in concept of having specific programming for post-baccalaureate students (*i.e.*, persons who already held at least a bachelor's degree but who now wanted to become certified as a teacher), even if we were far from consensus as to how to implement such programming. A concept paper was circulated to COE departments with a request for input by March 8, 1995.

I began serious discussions with college administrators, the governance groups, and faculty in general about our 1997 NCATE review. "Periodic Review/Program Evaluation" had progressed to the point that we would have a review by the Michigan Department of Education (if not for the first time ever, at least for the first time in a very long time) that would be held simultaneously with the 1997 NCATE review. Some materials we would prepare could and would be used by both sets of reviewers. However, some materials would be NCATE specific and other materials would be State specific.

The Reconfiguration Work Group continued to be very active in terms of soliciting comment and input from a variety of community constituencies as well as faculty members throughout campus. It was reported that Kathy Ashton-Miller and Marvin Pasch would conduct a pilot project concerning portfolios and authentic assessments with student teachers and students at Milan's Paddock Elementary School. This project would assist in the development of exhibitions/performance assessments for the prospective elementary teachers.

February 1995. At its February 8, 1995 meeting, the COE Council adopted more rigorous mathematics and organic chemistry requirements for prospective biology teachers. A "language arts" group major and a "language arts" group minor, both intended as majors for the elementary program, were approved. A number of revisions in the educational leadership programs were approved as well.

March 1995. At its March 27, 1995 meeting, upon the recommendation of the Committee on Basic Programs, the COE Council approved changing the list of approved majors for the elementary program from a list of 20 to a list of four. Similarly, it was approved to change the list of approved minors for the elementary program from a list of 25 to a list of 18. A policy change was also approved to require any person on the elementary program who was taking the "three minors" option to take at least one of them from a list of four.

April 1995. On April 12, 1995, the COE Council approved a change in the master's program in physical education and changes in the Master of Business Education program. The committee on the Post-Baccalaureate Program reported and there was extensive discussion, but no additional action.

The Council endorsed a proposal from the Department of Business and Industrial Education (College of Technology) to request the State Board of Education to create a new endorsement area in "technology education."

June 1995. Additional state teacher test scores became available, but with only small incremental improvements. This was the 13<sup>th</sup> administration and several of the EMU preparation fields, each with an appreciable  $n$ , had admirable cumulative records to this point. These included early childhood, 98%,  $n = 349$ ; guidance counselor, 98%,  $n = 127$ ; learning disabilities, 97%,  $n = 95$ ; Spanish, 97%,  $n = 65$ ; and speech, 97%,  $n = 85$ .

August 1995. What had been, for many years, the "Office of Student Teaching" became the "College of Education Office of Academic Services" in August 1995. While many functions did not change, what was highly significant was that "continuing certification" (certificate renewal, adding an additional endorsement) became a responsibility of the College of Education, not the Office of the Registrar. As a result, consistent policies, adopted by the College of Education, could be, and were, implemented.

September 1995. On September 13, 1995, the COE Council met. It was agreed to support the change of the M.A. in Industrial Education to the M.S. in Technology Education.

October 1995. At its October 11, 1995 meeting, the COE Council, in a rare political action, endorsed statements that had originated among other Education faculties in the state and a position paper of both the Michigan Association of Colleges for Teacher Education and the Michigan [Education] Deans Council, opposing proposed actions that would permit ISD's to engage in teacher preparation and creating a "fast track" for teacher certification. More teacher test scores became available, with small, incremental gains for EMU. The Department of Teacher Education, under the fine leadership of Olga Nelson, implemented 14 group advising sessions for prospective elementary teachers and nine group advising sessions for prospective secondary/K-12 teachers.

November 1995. The Basic Programs Committee met on November 2, 1995 and approved various modifications in the elementary social studies programs. The COE Council met on November 8, 1995 and recommended approval of the changes in the elementary social studies major/minor as proposed by the Basic Programs Committee.

December 1995. The COE Council met on December 13, 1995. From the Committee on Advanced Programs, the COE Council approved that the Specialist-level program for the preparation of school psychologists be discontinued at a time that would constitute a reasonable period of time for the last remaining student in the program to have completed his/her program of studies.

In addition, the Committee on Advanced Programs recommended, which was approved, the general "theme" for the EMU advanced programs:

*Eastern Michigan University advanced professional education programs develop leaders who demonstrate reflective thought and scholarship with the context of a culturally diverse society. In addition, the \_\_\_ program \_\_\_\_\_.*

Results from the most recent administration of the state teacher tests were reported. In this case, on the Basic Skills Test, the EMU pass rate was within one percentage point of the state-wide pass rate on the same test. This improvement was largely due to two factors: (1) enormous effort had gone into securing approval to do so and then “striking” the scores of rather large numbers of persons who claimed EMU but for whom no or very limited connection could be found, and (2) “coaching” sessions, especially in mathematics, for students who desired help before sitting for the test.

January 1996. At its January 24, 1996 meeting, the COE Council voted a "tentative" approval of the Advanced Programs Committee's recommendation to permit the Committee to move on to an examination of how well each of the advanced programs met the knowledge base content. In other action, the Council approved that program completers of the industrial-vocational program should be recommended for the Michigan Secondary Provisional teaching certificate as well as the Temporary Vocational Authorization. The Council also approved changes in the major and minor in Mathematics for Elementary Teaching. Finally, the Council supported and endorsed efforts being made by various parties to encourage the Legislature to restore Section 1536 [concerning the school administrator's certificate] to the School Code.

February 1996. The COE Council met on February 14, 1996 and approved the recommendation of the Advanced Programs Committee that certain changes in graduate courses be approved. The Council adopted a resolution on the content of syllabi in connection with NCATE reporting.

March 1996. Approximately 310 EMU students sat for the state's Basic Skills Test in January. Of these, 96% passed the reading portion, 96% passed the mathematics portion, and 89% passed the writing portion. For the first time ever, the EMU pass rate in Basic Skills mathematics was higher than the state-wide pass rate in mathematics. The EMU reading pass rate was at the state level, but the EMU writing pass rate was four percentage points less than the state-wide pass rate in writing. There was a 100% pass rate by EMU students in 19 teaching fields and the EMU pass rate was at or above the state pass rate for the same teaching field in 26 instances. Cumulatively, across 16 administrations of the test, sociology ( $n = 14$ ), social studies ( $n = 4$ ) and astronomy ( $n = 1$ ) maintained 100% pass rates. Other high cumulative pass rates were in early childhood education ( $n = 443$ , 98%), guidance counselor ( $n = 150$ , 98%), language arts ( $n = 154$ , 97%), computer science ( $n = 38$ , 97%), speech ( $n = 102$ , 96%), art education ( $n = 81$ , 96%), and POHI ( $n = 47$ , 96%).

The Advanced Programs Committee met with members of the COE Community Advisory Committee to discuss elements of the "knowledge base" for the professional education advanced programs. The College of Education Council met on March 13, 1996 and approved three

new graduate-level courses. A catalog statement was revised concerning COE courses that may be taken if a student is on academic probation.

April 1996. The COE Council held a lengthy meeting on April 10, 1996 largely devoted to consideration of elements of the proposed reconfiguration of the program for initial preparation of elementary teachers. It was passed that the provisions of the "reconfiguration" were not (at least for the moment) applicable to endorsement areas such as special education, early childhood, and bilingual education. The Council approved the "design principles," the "program outcomes and exhibitions," the "theme," the "goals," and the "implementation timetable." Area I and Area II basic studies requirements were reaffirmed without change.

The Council recommended to the EMU Basic Studies (general education) Committee that two courses be made part of the EMU Basic Studies program. The Council recommended to the Department of Art, the Department of Music, the Department of Teacher Education, the Department of HPERD, the Department of Business and Technology Education, and Student Teaching that certain changes in courses be made (hours, new courses, prerequisites, etc.). The number of approved majors for prospective elementary teachers was reduced to four and the number of approved minors to 13. All students were to take a "structure of the disciplines" minor.

The COE Council held a special meeting on April 24, 1996, during which it reconsidered one of its actions of the previous week concerning the proposed reconfiguration of the elementary program, the effect of which was to maintain the status quo with respect to health and physical education courses in the curriculum. In addition, the Council passed a resolution, addressed to President Shelton, concerning the renovation of the present Library building for the COE.

September 1996. I announced to the COE Council and to the COE administrative staff that authorization had been received to post 17 positions in the COE. This was, in large part, intended to address "resource" issues related to the next NCATE visit.

October 1996. The COE Council endorsed a recommendation from the Basic Programs Committee for revisions in the teaching minor in English and American Language and Literature.

November 1996. The COE Council endorsed a recommendation from the Basic Programs Committee to delete from our campus rosters of programs eligible for use for a teacher preparation program eight fields. The Michigan Department of Education was so notified and this prevented us from having to prepare materials related to these fields for the forthcoming

state review. The fields were: home economics, vocational home economics, recreation, dance, library science, conservation, philosophy, and bilingual Japanese.

Also, upon recommendation of the Basic Programs Committee, the COE Council approved the deletion of the following as program options leading to an institutional recommendation: early childhood education (the Urban Teacher Program variation); elementary education (the Urban Teacher Program variation); and the use of majors in Communication, English Language, Literature, and Sociology and the use of minors in Content and Methods, English Language, and Literature.

Secondary education: use of majors in bilingual marketing education, bilingual office education, bilingual vocational-technical education, consumer home economics, dance, English language and literature, English language, geology, literature, and music therapy; and use of minors in consumer education, dance, drama/theatre for the young, English language, English language and literature, English literature, family life, and philosophy.

Special education: use of (for elementary) minors in content and methods, English language, and literature; use of (for secondary) minors in consumer education, dance, drama/theatre for the young, English language, English language and literature, English literature, family life, and philosophy.

The Council also endorsed various matters related to proposed changes in licensure for prospective teachers at the middle level.

December 1996. The College of Education Council met on December 11, 1996. Upon recommendation of the Committee on Basic Programs, a revised proposal for a new course in the Department of HPERD was approved. Upon recommendation of the Advanced Programs Committee, the Council adopted a generic knowledge base for the advanced programs.

Approximately 300 EMU students sat for the state's Basic Skills Test in October 1996. Of these, 96% passed the reading portion, 93% passed the mathematics portion, and 94% passed the writing portion. The EMU reading pass rate was at the state level, but the EMU writing pass rate was one percentage point less than the state-wide pass rate in writing and the EMU mathematics pass rate was two percentage points below the state-wide pass rate in mathematics.

There was a 100% pass rate by EMU students in 26 teaching fields. The EMU pass rate was at or above the state pass rate for the same teaching field in 31 instances. Cumulatively, across 19 administrations of the test, sociology ( $n = 20$ ) and astronomy ( $n = 1$ ) maintained 100% pass rates. Other high cumulative pass rates were in early childhood education ( $n = 569$ , 98%), guidance counselor ( $n = 192$ , 98%), computer science ( $n = 43$ , 98%), learning disabled ( $n = 160$ , 97%), POHI ( $n = 62$ , 97%), speech ( $n = 120$ , 96%), emotionally impaired ( $n = 348$ , 95%) and Spanish ( $n = 97$ , 95%).

January 1997. The College of Education Council met on January 22, 1997 and approved the "theme" statements for advanced programs that are given below. I reported on matters related to the renovation of the present Library building for COE purposes and on NCATE/state approval efforts that were underway. The latter item included the writing of "conceptual frameworks" statements and the preparation of program-by-program materials for use by the state.

The general "theme" for the advanced programs, previously approved, was *EMU advanced professional education programs develop leaders who demonstrate reflective thought and scholarship within the context of a culturally diverse society. In addition, the \_\_\_\_\_ program \_\_\_\_\_*. (The blanks in this statement are to be filled by the material below.)

The elementary education, middle school education, secondary school teaching, and common learnings in curriculum programs determined that no additional statement was needed, thus the second sentence of the general statement was not applicable nor used.

For business education: In addition, the Master of Business Education program develops teacher leaders who develop students with the business literacy, work knowledge, and the affective, cognitive, and psychomotor skills required to participate in the economic activities of adult life as the student moves from school to work.

For technology education: In addition, the Master of Arts degree in technology education promotes the continued development of technological literacy, and expands the professional knowledge, skills, and leadership qualities of educators in technology, career, and technical education.

For art education: In addition, the Master of Arts in art education program produces educators who are committed to their ongoing professional growth and are aware of the challenges of democracy in our culturally diverse society. These educators will assert leadership, cultivate abstract thinking skills, and analyze visual statements for personal meaning.

For music education: In addition, the master's level program in music education produces professionals with the comprehensive knowledge, skills, and attitudes to develop and lead music programs in a multicultural environment.

For physical education: In addition, the Master of Science in physical education continues the development of advanced knowledges, values, and skills as they relate to healthy lifestyles. The objective of the program is to expand the professional knowledge, skills, and leadership qualities of physical educators and other exercise science professionals.

For reading: In addition, the reading program at Eastern Michigan University facilitates the development of reading professionals who are critical consumers and producers of theory, research, and practice.

For emotionally impaired, hearing impaired, learning disabilities, physically or otherwise health impaired, mentally impaired, visually impaired, administration and supervision of special education, and curriculum development in special education: In addition, the advanced level

programs in special education produce professionals with the comprehensive knowledge, skills, and attitudes to deliver a continuum of habilitative/rehabilitative services to persons with special needs and to their families within a multicultural society.

For school counselor: In addition, the school counseling program prepares counselors as helping professionals whose focus is on the relationships needed to facilitate the development of clients for effective living in a changing society.

For elementary principal, secondary principal, school business official, central office administrator, superintendent, and doctoral program: In addition, the program strives to develop leaders with the knowledge, skills, and attitudes for helping to build learning communities within a culturally diverse society.

February 1997. The College of Education Council met on February 12, 1997. It approved amending the major and minor in elementary social studies to include two new courses in History. In matters related to the Reconfiguration of the elementary program, I informed the Council that several matters, approved by the Council last spring, had the necessary forms prepared in the Department of Teacher Education, that these had been approved by the Committee on Basic Programs, and that they had been forwarded to central administration for additional processing.

However, I reported on several matters where forms had been prepared in the Department of Teacher Education, submitted to the Committee on Basic Programs, and that Committee made a recommendation contrary to previous action of the COE Council. The Council was asked either to reaffirm its previous determination or to concur in the recommendation of the Committee on Basic Programs in order that some action might go forward. The Council took action related to pre-requisites and/or co-requisites for about a dozen undergraduate courses.

I reported on the results of the critiques of programs that had been received from the specialty organizations affiliated with NCATE, as follows: Three specialty organizations, covering computer science, English, and special education, had not yet reported and one--physical education (basic)--requested additional information before rendering a judgment. The initial preparation programs in the sciences, in mathematics, and in technology education and the advanced preparation program in physical education were found by the respective professional organizations to be "in compliance" with the organization's guidelines. The National Council for the Social Studies (NCSS) was not prepared to review the initial preparation programs in sociology and psychology, so no further action was needed on these. Rejoinders for others were due by April 15, 1997.

March 1997. The International Society for Technology in Education (ISTE) found EMU's program for the preparation of teachers of computer science to be "in compliance" with ISTE guidelines. The program for the initial preparation of teachers of English was approved by



the National Council of Teachers of English (NCTE). The beginnings of the NCATE/state materials were placed on a web site.

Succeeding the former COE Community Advisory Committee, a new COE Program and Policy Advisory Board was named. The members included: Leah Adams, internationally renowned scholar in early childhood education; Mary Ann Adams, professional development, Michigan Education Association; Richard Baldwin, director, special education services, Michigan Department of Education; Dorothy Beardmore, vice president, state Board of Education; Robert Beckley, dean, College of Architecture and Urban Planning, University of Michigan;

Barbara Bleyaert, executive director, Michigan Coalition of Essential Schools; Barbara Everitt Bryant, director of 1990 U.S. Census, National Quality Research Center, University of Michigan; Letitia Byrd, community activist and volunteer, Ann Arbor "Citizen of the Year"; Donna Crudder, executive director, Washtenaw Education Work Consortium; Anthony Derzinski, director of policy services, Michigan Association of School Boards; Michael Emlaw, superintendent, Washtenaw Intermediate School District;

Barbara Daniels-Espy, university and community programs, Detroit Public Schools; Linda DeVore, health/early childhood programs, Michigan Department of Education; Ellen Ewing, superintendent, Saline Area Schools; June Green-Rivers, principal, Pasteur Elementary, Detroit and Milken awardee; Dorsey Hammond, internationally renowned scholar in literacy development, Oakland University; Carole Hollenshead, international scholar on women's issues, University of Michigan; Alice Janke, teacher, Keeler Elementary School, Milken awardee;

Elvia Krajewski-Jaime, social work, EMU; Deborah Lang, director of instruction, Bloomfield Hills Schools; Kathleen Mayhew, director of school improvement, Michigan Department of Education; Patrick Melia, EMU School of Graduate Studies and Research; Lester Monts, vice-provost for academic affairs and multi-culturalism, University of Michigan; Al Myers, EMU student, M. L. King Jr. Humanitarian Award winner; Valerie Polakow, EMU, internationally renowned scholar on women and children in poverty; Hon. Kirk Profit, state representative; Donna Rhodes, former director of National Center for Instructional Excellence; Ronald Rohlman, nationally renowned educational finance expert; John Selmon, dean, Detroit College of Business-Flint; John Simpson, superintendent, Ann Arbor schools; Susan Skerker, senior director, Worldwide Public Policy Office, Ford Motor Company; Dennis Sparks, executive director, National Staff Development Board; and Chery Wagonlander, doctoral student, principal, alternative programs for at-risk youth.

May 1997. The COE Council met on May 28 1997 and approved several course changes at both the undergraduate and graduate levels. The COE Council "received," subject to receipt of a chart from one program and "correct" technology statements from two other programs, the Knowledge Base components for the advanced programs. The COE Council adopted pre-admissions phases for the revised elementary and secondary programs, including all the necessary pre- and co-requisites for courses.

June-August 1997 Preparation Efforts. As had been in the case for the previous NCATE preparation, I went on a work schedule for the summer that brought me into the office at 4 p.m. each work day, with the expectation that I would work well into the night writing and compiling materials, and coordinating the efforts of others, for the forthcoming NCATE and state periodic review/program evaluation process.

Earlier, NCATE had put out a call seeking an institution that was coming up for a continuing accreditation review that would be willing to engage in a pilot effort to have a “paperless” review process. In other words, all materials would be “on line,” appropriately linked to each other, and they would be accessed only through a computer. There would no longer be a “documents room” as part of the review process.

After some consultation with COE leaders and, especially, with reliable “tekkies,” I offered EMU to be the pilot project in this effort. (There were times later when both I and others regretted having taken this action! We had no idea how much work would be involved.)

Earlier, the Michigan Department of Education had decided that, for NCATE accredited institutions, the State periodic review/program evaluation would occur simultaneously with the NCATE visit. Many materials could be used for both NCATE and State purposes.

However, I had no interest in doing “digital” for NCATE and “paper” for the State, given the appreciable overlap between the two, so, before the NCATE commitment was “final,” I asked the authorities in the Michigan Department of Education if we could provide “digital only” materials for that agency’s purpose. A reluctant approval was received.

The Provost’s office provided the funds to support a technical crew to convert a very large number of paper documents to digital form. Kirk Nagel served as the head of the technical crew. In general, I would “round-up” or write the documents that were needed and Mr. Nagel would then see that they were converted to digital form, as needed, and then provided to Ms. Val Hughes. Ms. Hughes then posted the documents to the appropriate place on a dedicated web site, according to an outline I had provided, with appropriate links between and among documents.

We quickly found that almost all the necessary documents existed only on paper. As a result, almost all of them needed to be scanned. We did not have access to the highest-quality scanners of the time, and, even if we had had such access, we would still have been in difficulty. Many of the documents would not produce a “clean” scan (they were photocopies of a photocopy of a photocopy of a fax, they had been produced on a spirit duplicator, they had hand-written emendations, they had been produced with a poor typewriter ribbon, and on and on.). This called for many hours (ones we had not anticipated) of “cleaning up” a scan, re-keying the content, etc.

Remember, this was 1997. Many EMU faculty members, including those in the COE, were not, or not very, computer literate. We had limited campus connectivity. Many of the relatively few documents that existed in some digital format had been produced on free-standing, desk-top computers, often at home, rather than in a faculty office. Access to a printer was often

available only to a dot-matrix printer. There were numerous instances where a member of our tech crew had to go to a faculty or departmental office somewhere on campus in order to download a document onto a diskette and then physically carry the diskette to our NCATE preparation workroom. Our tech crew called this our “sneaker net.” Documents had been prepared using a wide variety of hardware and software, which meant, in many instances, having to convert from one word-processing program to another (and then “cleaning up” the document) before the document could be posted on the web site.

I cannot say too many nice things about the technical crew that “made this work.” They—and I—were working on unusual schedules, in unusual places, with (in some cases) unfamiliar hardware, and the like. However, there was an excitement of being part of a national “first” of its kind that kept us all going. In many cases, we had to “invent” something that was not provided for in either the NCATE or State preparation instructions for traditional “paper” reviews. In a few cases, I called Washington or Lansing to get prior approval, but the answer was always “do as you see fit.” So, after that, which constituted the majority of cases, we just “did it” without considering that we were probably setting a precedent for policy and for many other institutions.

June 1997. Results of the January 1997 administration of the Michigan Tests for Teacher Certification were released and showed that EMU students performed at about state levels on the Basic Skills tests. In reading, the pass rate (96%) was at the state level. In mathematics, the pass rate (97%) was one point above the state pass rate. In writing, the pass rate (90%) was three points below the state pass rate.

In the January administration of the subject-field tests, all students who identified themselves as EMU affiliated passed the test in 17 fields. In addition, EMU pass rate was at or above the state pass rate for the same field in 11 other fields. Over the five years of the testing program, EMU had maintained a 100% pass rate in two teaching fields, sociology ( $n = 21$ ) and astronomy ( $n = 2$ ). Other high scoring fields during the life of the test to this point were: guidance counselor, 99% ( $n = 200$ ); early childhood education, 98% ( $n = 596$ ); computer science, 98% ( $n = 44$ ); POHI, 97% ( $n = 42$ ); learning disabled, 96% ( $n = 180$ ); emotionally impaired, 95% ( $n = 368$ ); speech, 95% ( $n = 128$ ); art education, 95% ( $n = 111$ ); and speech/language impaired, 95% ( $n = 96$ ).

July 1997. The NCATE/state documentation web site was far enough along that it became publicly available and COE faculty members and other interested parties were encouraged to watch it (and point out any corrections that needed to be made) as it was being developed and expanded on a daily basis.

Provost Ron Collins authorized the filling of eight positions in the College of Education for the Fall of 1998. The eight represented 19% of all authorized searches for Fall 1998.

Although some of the positions were to fill vacancies brought about by separations (retirements, resignations), others were to address NCATE “resource” issues.

NCATE announced the approval of EMU's initial preparation program for teachers of physical education by NASPE/AAHPERD, the advanced-level program for preparation of teachers at the middle level by the National Middle School Association (NMSA), and the initial preparation programs for teachers of history and comprehensive social studies by the NCSS.

August 1997. The scores from the April administration of the Michigan Test for Teacher Certification were released. On the basic skills tests of reading, mathematics, and writing, EMU students passed at levels that were very nearly the same as the state-wide pass rates in each of those skill areas. Across 21 administrations of the Test, EMU students had maintained a 100% pass rate in two fields--sociology and astronomy. Other high cumulative pass rates were in guidance counselor (99%), early childhood education (98%), computer science (98%), physically and otherwise health impaired (97%), learning disabled (96%), marketing education (96%), emotionally impaired (95%), art education (95%), and Spanish (95%). For the April administration, there was an EMU 100% pass rate in 18 teaching fields. In nine additional fields, the April pass rate was at or above the state pass rate for the same field.

NCATE and state visitors were announced. The chair of the NCATE team was Dale L. Lange, recently of the University of Minnesota. Other members were John J. Halcon, Special Assistant to the Executive Vice President of the University of Northern Colorado; Roberta Margo, media specialist in the Virginia, Minnesota schools; D. John McIntyre, associate dean of the COE at Southern Illinois University at Carbondale; and another to be announced. Wendy Agnello of St. Clair Shores represented the Michigan Federation of Teachers.

The chair of the state team was Steven Stegink, professor of science education and biology, Calvin College. Other members were William Yarroch, teacher education, Michigan Tech; Gary Christensen, professor of English, Macomb Community College; and James Clatworthy, associate dean of the COEHS at Oakland University.

NCATE authorities informally said that they had selected this team from among other qualified potential visitors because these people were “computer literate” and interested in/willing to be part of the pilot “paperless” review. State authorities informally made a similar statement about members of the state PR/PE team.

September 1997. The COE Council met on September 10, 1997 and approved revisions in the major and minor in physical education as well as in the minor in physical education for special education. Astronomy was dropped from the list of approved minors for the secondary and special education secondary programs.

Dale Lange, chair of the NCATE Board of Examiners for EMU; Steve Stegink, chair of the State visiting team; and Sue Wittick and Ghada Khoury of the Michigan Department of Education made an official previsit to EMU. They addressed team logistics and details of the agenda for the NCATE/state visit in November.

October 1997. Scores from the July 1997 administration of the Michigan Tests for Teacher Certification were received. Across the 23 administrations of the Basic Skills portion of the Michigan Test for Teacher Certification, EMU students scored high--and at the state level--in reading (97% pass rate). The cumulative pass rate in mathematics was 93%, just one percentage point below the state pass rate. In writing, the cumulative pass rate was 90%, three percentage points below the state pass rate. July pass rates in the three areas were 95%, 94%, and 92%, respectively. The EMU pass rate in writing in July was, for the first time, higher than the state pass rate in writing.

In the subject field tests, there were 22 teaching fields whose cumulative pass rates (22 administrations of the test) were at or above the state pass rate. EMU had maintained a 100% pass rate in sociology ( $n = 25$ ) and astronomy ( $n = 2$ ). Other high scoring fields over time were early childhood education, guidance counselor, and computer science (98%); POHI (97%); and emotionally impaired, learning disabled, Spanish, and speech-language impaired (95%). In the July administration, EMU had a 100% pass rate 18 teaching fields.

Near the end of October, the URL for the electronic equivalent of a written "Institutional Report" was furnished to the members of the NCATE BOE team and to the members of the State Periodic Review/Program Evaluation team, as well as to key staff members of the Michigan Department of Education. "Exhibits" were still being posted, but the members of the two teams could read them as they became available on line. In all cases, the on-line reading of materials was being done in the home or in the office of the team member—and the team members were scattered all over the state and nation. As a result of the opportunity to read extensively before arriving on campus, it was anticipated that the members of the two teams would spend most of their time interviewing persons and visiting locations on and near campus, instead of reading exhibits.

Indeed, arrangements had been made to conduct part of the interviews electronically as well. A group of students, gathered at a remote location, would be interviewed by two-way video. Certain other constituencies--current students, recent graduates, cooperating teachers, etc.—would be "interviewed," in part, by use of Web Caucus and by e-mail.

The Michigan Department of Education (MDE) relied on a group of subject-matter specialists, not on the visiting PR/PE team, to review teaching-field specific materials and to advise the PR/PE team as to what they had found as a result of this review. The URL for our dedicated web site had been provided to this group of people for this purpose.

However, one such subject-matter specialist sent word that she was neither very computer literate nor did she have convenient access to the Internet. She insisted on having a paper

copy of EMU's general materials about educator preparation and a paper copy of the subject-field materials she was obligated to read and review.

MDE staff members asked me to provide hard copy of this material. Naturally, I countered with "you had earlier told me that 'paperless' was OK for the PR/PE." The MDE staff members demonstrated to me that, for technical reasons, it was essential to provide this person with "paper." This was no time to get cross-ways with the MDE, so, grudgingly, I said we would get "paper" to Lansing and the MDE staff could get the paper to the subject-matter specialist.

Except that there was a problem. In our haste to get "content" loaded on the web site, we had given essentially no attention to a number of "format" issues. It had never crossed our minds that anyone would want/need to "print out" any appreciable amount of this material. There was no time to "re-format." We just started printing the requested material, including the material included in the links. We went through many reams of paper to make this happen. Because we hadn't paid attention to "formatting for paper," some pages had only a single line of print. At least one page contained only a single word. The print version of just what was needed for this one subject-matter specialist filled an entire box (one of the empty boxes that reams of paper come in). This was delivered to Lansing, we heard nothing further, and apparently the PR/PE team got a favorable report on how we dealt with this teaching field. MDE staff did not ask for "paper" again.

November 1997. There was a briefing on the forthcoming NCATE/state visit on November 10, 1997, in the Bonisteel Computer Laboratory on the main floor of Boone Hall. The meeting was open to any faculty or staff member who wanted more information on the NCATE/state review process.

The College of Education Council met on November 12. The Council recommended approval of "CURR 305 [Curriculum and Methods—Secondary] be required for all secondary (not including K-12) programs, with the exception of programs in business education, marketing education, and industrial-vocational education." The Council rejected, with a request that the Basic Programs Committee give further consideration to the matter, that "a required structured field experience component be integrated within an appropriate upper-level methods course, with no addition of credit hours, in the programs in business education, marketing education, and industrial-vocational education."

The Council recommended approval of, for the initial preparation program in geography, in addition to 30 hours of geography, "students must take one course each from American History, World History, Economics, and Political Science, if not already taken to satisfy either Basic Studies or minor requirements." The Council recommended approval of, for the initial preparation program in economics, in addition to 30 hours of economics, "students must take one course each from World History, Political Science, and Geography if not taken to satisfy the Basic Studies requirement or minor."

November 14-19, 1997. Some of the members of the NCATE and State teams arrived in Ypsilanti as early as Friday, November 14 for the reviews that officially started on Sunday evening, November 16. Others arrived on Saturday and on Sunday. Naturally, EMU administrators and senior faculty members met those that flew in at the airport and extended hospitality to them, including getting them settled in at the hotel.

Our tech team had set up a room at the hotel with enough hard-wired computers for almost one per team member. Hardware consisted of some of both of the two major platforms. A similar room was set up on campus, in Boone Hall. Printers were available in both locations. A tech team member was assigned to each of these rooms for the entire duration of time that a team member might want to access the hardware in that location. The presence of the team member was both (a) to provide security (and any needed maintenance) for our equipment and (b) to provide immediate assistance to any team member who requested help in accessing any of our on-line materials. At the hotel, this meant a very-early-in-the-morning assignment and a very-late-in-the-evening assignment, with no responsibilities in mid-day when the team was on campus.

Tech team members assigned to the two work rooms were directed to respect the privacy of the two teams, especially as the teams deliberated in the evenings (and on Wednesday morning) about their findings and recommendations. However, as it turned out, neither the NCATE BOE team nor the State PR/PE team was particularly concerned about privacy in this respect, members often being somewhat “chatty” with the tech team members. As a result, it wasn’t hard for me to “keep up with” the general direction that the two teams were headed as they conducted their respective reviews.

November 19, 1997. The exit interview from both teams went rather much as we had expected. Both teams would report (to their respective higher authorities) that we “passed.” There were weaknesses, of course, identified in both reports, but we had obviously made considerable progress with the weaknesses that NCATE had found in 1992. “Resources” were still an issue, but progress toward getting the COE into what would become the Porter Building was taken into account.

We sent both teams on their way. There was much to do by the tech team in terms of returning all equipment to the appropriate places. I had discussions with both (a) the COE administrative group and some senior faculty members and (b) with the members of the tech team about “experiences,” “lessons learned,” and the like. In one way or the other, both groups of EMU people reported that it appeared that many, if not all, of the members of both outside teams saw our accreditation web site as a sort of intellectual “toy.” The visitors spent appreciable time following links to the point of irrelevancy, they expressed considerable interest in the “structure” of the web site, they were curious about how we had gone about various aspects of assembling the materials, they were supportive of the things we had “invented” that didn’t follow exactly the instructions for preparing print materials, and the like.

My reaction to those comments (rarely expressed to anyone other than myself at the time) was that the how of our presentation of accreditation/program review materials probably

distracted the team members from finding more of the substantive weaknesses that we knew we had. Not that the two teams didn't do their respective jobs; they did. They just didn't "dig as deep" as they might have. Or, perhaps, they were giving us the "benefit of a doubt" as we were doing something "experimental." In any case, we came out rather well, and probably better than we deserved.

December 1997. The College of Education Council met on December 10. The Council approved that there would be no Phase III field experience requirement in the secondary programs housed in the Department of Business and Technology Education, provided that the course description for the methods courses in those programs called for an appropriate field experience.

January 1998. All students in 13 teaching fields passed the Michigan Test for Teacher Certification in the October administration. These fields were language arts, reading education, speech and language impaired, German, health, physics, Spanish, geography, POHI, political science, hearing impaired, learning disabled, and marketing education. Other teaching fields where the October EMU pass rate was at or above the statewide pass rate for the same field were economics, physical education, social science, biology, art education, social studies, early childhood education, and geology / earth science. In the October administration of the Basic Skills test, the EMU pass rate was higher than the statewide pass rate in both reading and writing.

Across the 23 administrations of the subject-field tests, EMU maintained a 100% pass rate in astronomy ( $n = 2$ ), now discontinued as an EMU teaching field; a 98% pass rate in early childhood education ( $n = 689$ ) and in guidance counseling ( $n = 214$ ); a 97% pass rate in POHI ( $n = 68$ ); a 96% pass rate in computer science ( $n = 54$ ) and in sociology ( $n = 27$ ); and a 95% pass rate in emotionally impaired ( $n = 422$ ), learning disabled ( $n = 204$ ), Spanish ( $n = 121$ ), and speech and language impaired ( $n = 108$ ).

Early 1998. The official written report of the NCATE Board of Examiners team was received and was posted on the dedicated NCATE web site for review by the EMU community. Four weaknesses were cited. A report from the Michigan Department of Education had not yet been received, pending clarification of some apparent discrepancies in statistical data.

The College of Education Council met on January 28 and received a recommendation from the Basic Programs Committee for approval of a request to the Michigan Department of Education to establish an "English as a Second Language" teaching field. The matter was returned to the Committee with several concerns/issues to be addressed. The Council also received a recommendation from the Basic Programs Committee for approval of a request to the Michigan Department of Education to establish teaching fields of "Industrial Technology" and "Technology and Design." These would replace the existing "Industrial Arts" teaching field. The action



was approved. The Council received a recommendation from the Basic Programs Committee to alter certain aspects of the previously-approved reconfiguration of the elementary program. In particular, Phase I courses would no longer be prerequisites for Phase II courses and Phase III courses would no longer be prerequisites for Phase IV courses. The action was approved.

No report had yet been received from the State team that visited EMU in mid-November, although it was due by December 15. In the meantime, arrangements were made with NCATE Headquarters to submit all documents for the Unit Accreditation Board electronically. Since this was the first time that the UAB had dealt with an electronic report, Kirk Nagel was invited/requested by NCATE to come to Washington on February 19-20, at NCATE expense, to show NCATE staff how to "navigate" the EMU NCATE web site. A CD-ROM with all of EMU's accreditation materials was in preparation and was to be placed in NCATE's permanent files instead of a microform version of traditional paper documents.

A doctoral student at the University of Houston was reportedly conducting a study of electronic accreditation reporting--with EMU as the primary (and at this point sole!) case study.

Word spread quickly about EMU's apparent success in conducting a "paperless" NCATE and state PR/PE report and process, both among institutions in the state and institutions elsewhere in the country, especially among institutions soon facing an NCATE review. A number of representatives of institutions called or emailed, asking for access to our NCATE web site. This was gladly provided. I answered a number of questions over the telephone or by email. I was invited to make presentations on our experience at both state and national professional meetings, which I was pleased to do. There were a few instances where, by invitation, I visited the campus of other institutions to share our experience with groups of faculty and staff members. This "paperless" experience, painful as it was in some respects, was another example of EMU being "the first."

In the meantime, we received word that NCATE's Unit Accreditation Board had approved the report of the BOE team. Anticipating that, we were working to prepare the first annual report to NCATE about progress we were making and matters we had resolved, all related to the weaknesses that had been identified. And, of course, we were in the very early stages of preparing for the 2003 NCATE BOE review and the next iteration of the state PR/PE process.

#### The Sequel to the 1997 "Paperless" NCATE Review.

Apparently, a number of institutions indicated to NCATE authorities that they, too, wanted to do a "paperless" NCATE review. After consideration, the NCATE authorities determined that, yes, this would be a desirable thing to do from here on, except that the pool of BOE team members had not been trained in "how to do this," especially since we, at EMU, had "invented" and used some variations to the instructions that assumed such matters as "all documents will be on paper" and "all interviews will be 'face-to-face.'" Further, access to and use of on-line materials required some degree of familiarity by any potential BOE team member with "browsing the web."

In early 1998, NCATE authorities called me and asked if EMU would host the annual summer training/re-training session for BOE members. After appropriate consultations, I responded that, yes, we would serve as the hosts. The session would be for selected BOE team members, apparently ones (among other criteria) who self-identified as being at least somewhat computer literate, who were interested in this process, and who were likely to be selected to serve in the near future on a BOE team. The content of the training session would focus on EMU's materials prepared for the 1997 review and it would include a greatly-abbreviated "mock" repeat of the 1997 BOE team visit to EMU, including some activities on campus and some interviews.

I assisted the NCATE authorities with making appropriate contact and arrangements with the local hotel that we had used for members of the 1997 NCATE and State PR/PE teams. We were told that many of the persons attending would be bringing laptops to use. Even so, we set up a small "team room" at the hotel with hard-wired computers and another on campus with hard-wired computers, both staffed with tech personnel to assist as needed. Printers were available at both locations. Projectors were provided at the hotel in order that on-line documents could be reviewed by groups of people.

The time came. On the first evening of this multi-day session, there were the usual opening ceremonies and orientation activities, at which I and others represented EMU.

Then, an enormous wind storm hit southeast Michigan, causing wide-spread power failures, including at the hotel, on campus, and elsewhere in our area. Everything that could go wrong, went wrong.

The hotel had no artificial lighting in sleeping rooms, except for some candles, or in the meeting rooms. Elevators didn't work. The hotel had no hot water and was not able to prepare hot food. Power was not restored at the hotel for the remainder of the time that the visitors were here. The daytimes were clear and dry, so the NCATE authorities moved sessions outdoors on the hotel grounds. The content of the session continued, after a fashion, as long as the batteries in the laptops lasted, but this soon became a problem. Evening activities were cut short, but the visitors gravitated to the hotel bar, where, somehow, there was a supply of ice. (Mostly) relevant-to-the-meeting discussions took place by candlelight.

Power was restored on campus at about the mid-point of the session. We brought laptops to campus, re-charged them, and returned them. We provided a shuttle service from the hotel to the locker rooms in the Warner Building so that the visitors could take hot showers. We moved some of the sessions to the campus, using a hodge-podge of transportation to move people from one place to the other. Some of the visitors took advantage of being on campus to purchase the first hot meal they had had in some while.

Toward the end of the session, some visitor discovered that one electrical outlet in a stairway was, for some reason, connected to the emergency lighting system in the stairway. Extension cords appeared out of nowhere to draw from this one outlet power to recharge laptops, and to operate hair dryers, irons, and other small personal appliances.

Under all these adverse situations, the session continued, although as the hosts for the event, we in the COE had to “drop” a lot of usual activities in order to take care of the totally unanticipated personal and professional needs of our visitors from all over the country. Despite the irony of trying to conduct a national training session about using computers and the Internet in an environment with essentially no electrical power, the feedback from both NCATE authorities and from individual participants was extremely positive! NCATE authorities described this as “one of the best training sessions ever.” A number of individual participants wrote, in effect, that while the power failure was a nuisance, at least at the outset, the participants were a group of people who collectively rose to the challenge and who were determined to make it not only an important learning experience but a fun experience as well. One participant said that it “took her back to summer camp as a kid.” Many (well-deserved) words of praise were extended to COE administrators, faculty and staff members, and tech staff members for providing extraordinary assistance under extraordinary circumstances.