

CHAPTER 9

THE 2003 NCATE ACCREDITATION AND STATE APPROVAL PROCESS

Introduction. Preparing for the 2003 National Council for the Accreditation of Teacher Education (NCATE) and state Periodic Review/Program Evaluation (PR/PE), starting in 1997, was equally challenging, although in different ways, to the challenges of the previous two external reviews. We were prepared to submit again all materials to NCATE [and to most of its affiliated specialized professional associations (SPA's)] and to the Michigan Department of Education (MDE), in "paperless" format via our dedicated web site. Some of our 1997 materials, with updating, could be re-used without major re-writing. A number of faculty members by 1997 had experience in preparing program-specific materials for both MDE and SPA review. Many of our "resource" issues had been resolved, especially by moving into the Porter Building in 1999. Campus connectivity and faculty and staff computer use, after 1997, was much greater than before. As a result, various portions of the external review preparation were in much better shape than before.

On the other hand, NCATE standards had changed appreciably since the 1997 review and we had to demonstrate how we met these. After 1997, there were more approved SPA's, which meant that a number of programs that had not dealt before with national program specific review before now had to learn to do so. The Periodic Review/Program Evaluation (PR/PE) process "matured" considerably after 1997. Between 1997 and 2003, there were new standards for some programs and, in other cases, there had been a substantial revision of the standards. We had to demonstrate how we met all of these.

There were "weaknesses" and "concerns" from the 1997 reviews that needed to be shown to have been "fixed." Internally, the Basic Programs Committee, the Advanced Programs Committee, and, especially, the College of Education Council were asked to "take a much higher degree of ownership" not only of the programmatic changes that needed to be made, but of the reporting processes as well. As a result, nothing for 2003 related to program went on the web site unless/until it had been approved by the appropriate standing committee and the College of Education Council.

Improvements in everything we needed to report to NCATE and to MDE in 2003 occurred in small increments. The inclusion, in this chapter, of month-by-month developments is deliberate to illustrate how the changes came about in pieces. For example, the reporting of each set of data from the Michigan Tests for Teacher Certification (MTTC) is intended to show the very slow progress that we made in improving test scores—with the test scores being necessary to show one aspect of "quality."

For the Basic Skills portion of the MTTC, we had no need to worry about "reading"—prospective teachers at EMU consistently did quite well on the things that the "reading" test measured. On the other hand, for some while, the "writing" and "mathematics" scores were nowhere near what they should have been. Steps were taken to provide "test prep" experiences.

For both the Basic Skills and for the subject-area tests, steps were taken (involving MDE and the testing company) to delete student scores for relatively large numbers of people inappropriately attributed to EMU in the statistics. On the subject-area tests, some programs continued to make sure that the content of the program was well-aligned with the state standards for that program (and thus the test objectives and the test items). In other cases, this alignment took place at a much slower pace, but eventually the test scores rose. And, I regret to say, we were not able to make that happen with some programs at all—and test scores for those fields remained low.

Matters related to accreditation/program approval, as dealt with by the College of Education Council, are reported in this chapter on a meeting-to-meeting basis, again to demonstrate the increments in the improvement process. The reader is reminded that the College of Education Council dealt with numerous other items that are not included in this chapter. Further, the College of Education Council never dealt with a program change unless it had been recommended by the relevant standing committee. The fine, and extensive, work of the Basic Programs Committee and the Advanced Programs Committee is not included in this chapter, except in terms of recommendations made to the College of Education Council.

Here are examples of the incremental changes that we made between 1997 and 2003 that led to another successful set of external reviews.

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. In the October 1997 administration of the subject-field tests of the Michigan Test for Teacher Certification, students attributed to EMU in 21 fields passed at a rate at or above the state-wide pass rate for the same field. Unfortunately, we were still “running behind” state-wide pass rates for a number of other teaching fields. 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, but not in mathematics.

Numerous advising sessions were held for prospective teachers who were undergraduate students and for persons who were prospective post-baccalaureate teacher preparation students. President Shelton announced an initiative to “market” the professional education programs of EMU over the following three years. Vice President Lawrence Smith chaired a task force for this purpose, on which I served. With financial support from the Faculty Center for Instructional Development and the Provost's Office, Val Hughes was designated as an organizer for a Winter semester technology-oriented professional development series for COE personnel. Nineteen such sessions were held and they were held in multiple buildings that housed COE personnel. Similar sessions were held at several later times.

The College of Education Council met on January 28. The Council 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 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.

February 1998. The College of Education Council met on February 11. No actions were taken, although there was a lengthy discussion of matters related to the length of professional education programs.

In actions that should have been reported before the 1997 NCATE and PR/PE reviews, approval of the EMU advanced program in early childhood education was announced by the National Association for the Education of Young Children (NAEYC). Approval of the EMU initial program for elementary teachers was announced by the Association for Childhood Education International (ACEI). With this reporting, EMU held national discipline-organization approval in every field in which such was available with the exceptions of (a) the initial program in early childhood education by NAEYC and (b) three secondary social science areas by the National Council for the Social Studies (NCSS). Materials believed to demonstrate compliance with NAEYC standards had been before that organization for some while. Substantive changes to bring us into compliance with NCSS standards had been approved on campus but had not yet been submitted to NCSS pending preparation of appropriate catalog materials.

March 1998. Notification was received of the approval of the initial program in early childhood education by NAEYC.

The report of the 1997 state Periodic Review/Program Evaluation team was received. Among other comments the report noted that *"the state team found the College of Education at EMU to be a healthy and active teacher preparation program. We recommend that EMU be commended for its trendsetting application of electronic communication and documentation which facilitated the PR/PE process."*

Further, *"the Michigan team recommends the approval of the general program of teacher preparation in the College of Education at EMU."* The team also found the standards on "general studies for teacher preparation," "content studies for teacher preparation," and "quality of field experiences" all to be *"met."*

In reporting on the program-by-program status, though, there were five internal inconsistencies in the report about recommended program status. Clarification on each of these was sought. However, it appeared that, at the undergraduate level, two programs were recommended for "approval with strength," 30 were recommended for "approval," two were recommended for "approval with weakness," and three were recommended for "do not approve." In addition, another program was recommended for "approve" for elementary teachers and recommended for "do not approve" for secondary teachers. At the graduate/advanced level, two programs were recommended for "approve with weakness" and 14 were recommended for "approve."

The team report was to go to the state's Periodic Review/Program Evaluation (PR/PE) Council as the next step. The PR/PE Council would consider the team's report, along with the institution's rejoinder, in the process for making a recommendation to the State Board of Education. A rejoinder, covering all the programs in the "approve with weakness" and "do not approve" categories, was in the process of preparation. We had until February 12, 2000 to remove all weaknesses and to document those to the satisfaction of the state authorities.

March 1998. The College of Education Council met on March 11. Guests included Cathy Day and Betsy Morgan from Foreign Languages and Bilingual Studies. There was an extensive discussion of the proposed new endorsement area of English as a Second Language (ESL). There was a motion, which was passed, to the effect that if the State defined this minor as a 20-hour minor, SOCL 214 would not be included in the program; on the other hand, if the State defined this minor as a 24-hour minor, SOCL 214 would be included. [Later, the Michigan Department of Education determined that a 20-hour minor was all that was required.] Another motion was approved to the effect that there should be two student teaching experiences for students in this program, one of 15 weeks for eight hours of credit in general education and one of 15 weeks (not full-time every day) for six hours of credit in an ESL setting. There was extensive discussion about program length, especially inasmuch as the ESL program was a 21-hour minor that had an appreciable number of semester hours of additional program requirements that exceeded State and institutional minima.

April 1998. EMU was notified of the NCATE Unit Accreditation Board's decision "*to continue the accreditation of the College of Education at the initial teacher preparation and advanced levels.*" In particular, "*accreditation is continued at the initial teacher preparation and advanced levels. The next on-site review will be held in fall 2002.*" [Later changed to 2003.] Further, no weakness in Category IV (The Unit for Professional Education) was cited.

Category I (Design of Professional Education) had one weakness applicable to both the initial and advanced levels: "*There is a lack of articulation of the conceptual framework by some candidates and faculty.*" Category II (Candidates in Professional Education) had one weakness at the initial level: "*Because advising loads are not equally distributed throughout the unit, some candidates are not well served.*" Category III (Professional Assignments of Faculty) had one weakness at the initial level: "*Heavy faculty advising loads, especially in the Teacher Education*

Department, do not permit adequate advisement." The three weaknesses represented one less than was reported by the Board of Examiners team.

The State's Periodic Review/Program Evaluation Council also approved the generic aspects of the professional education programs of EMU. In its program-by-program review, the PR/PE Council approved the following programs at the undergraduate level: English (BA), speech (BD) (with comment), language arts (BX), economics (CA), geography (CB), history (CC), political science (CD), psychology (CE), sociology (CF), chemistry (DC), general science (DX) (elementary), mathematics (EX), French (FA) (with comment), German (FB), Spanish (FF), Japanese language and culture (FL), distributive education (GM), business education (GX), industrial arts (IX) major, music education (JX), art education (LX), health education (MA), physical education (MB), computer science (NR) (with comment), fine arts (OX) (with comment), social studies (RX), mentally impaired (SA), physically/health impaired (SC), emotionally impaired (SD), visually impaired (SK), hearing impaired (SL), vocational business (VB), vocational distributive education (VD), vocational technical education (VT), bilingual Spanish (YF), and early childhood education (ZA) (with weakness).

The following graduate programs were approved: reading (BR), business education (GX), industrial arts (IX), music education (JX), art education (LX), physical education (MB), counselor (NT), mentally impaired (SA), speech and language impaired (SB), physically/health impaired (SC), emotionally impaired (SD), visually impaired (SK), hearing impaired (SL), learning disabilities (SM), and early childhood education (ZA) with weakness.

The following programs were not approved, primarily because of lack of sufficient documentation: (Undergraduate) biology (DA), physics (DE), earth science (DH), general science (DX) (secondary), industrial arts (IX) minor, and (Graduate) middle level (ZD).

The College of Education Council met on March 25 and April 8. A revised secondary social studies major and policies concerning the acceptable minors was recommended for approval. A draft set of goals/objectives (for a strategic plan) was submitted for review/comment. It was announced that administrative approval had been given to several course changes.

June 1998. The State Board of Education (SBE) approved, on June 5, 1998, the recommendations of the Periodic Review/Program Evaluation Council concerning Eastern Michigan University's professional education programs. This action made final the recommendations that were reported earlier, namely that most programs were "approved," a few programs were approved with weakness or with comment, and a few programs were "not approved."

August 1998. In the April 1998 administration of the Michigan Tests for Teacher Certification, in 35 (of 41) teaching fields, the EMU pass rate was at or above the statewide pass rate for the same field. EMU students continued to pass the reading portion of the Basic Skills Test at a high rate. On the mathematics portion of the Basic Skills Test, EMU students consistently

performed at about the state-wide pass level. However, on the writing portion of the Basic Skills Test, EMU students typically performed at a slightly lower rate than did students state-wide. Our cumulative pass rate on the writing portion was three percentage points below the state-wide cumulative pass rate on the writing portion.

Among the six low cumulative-pass-rate fields, two (industrial arts and social sciences) were discontinued or replaced with a new curriculum. In two other cases (biology and history), the EMU pass rate, while relatively low, was higher than the state pass rate in the same field. In the final two (health, music education), substantial progress had been made in recent times.

September 1998. The College of Education Council met on September 9. The College of Education Council endorsed a recommendation from the Basic Programs Committee to alter the Structure of the Disciplines minor in certain ways. Also endorsed were recommendations from the Advanced Programs Committee to approve changes in three courses and to create a new course. Discussion of proposed revisions in the knowledge base for advanced programs was postponed until the next meeting in order to permit members to read the comments that were received during the Fall Conference.

Typical of a number of such communications received, Donna Scott, the NCATE coordinator for Mesa State College (CO), wrote (email, of course) that "your web page . . . [has] been extremely helpful to us as we prepare to produce our own electronic submission to NCATE for accreditation review. Your site has been more than just helpful; 'inspirational' is a more accurate description Thank you again for building and maintaining a web site that reflects well on your institution as being collegial, technologically proficient, and committed to the mission of education."

The College of Education Council met on September 23. Considerable time was spent discussing the knowledge base for the advanced programs. I was charged with preparing a summary of the discussion and presenting it to the Advanced Programs Committee with a request for input before the Council acts on the matter. The Council supported the changing of the name of "Basic Studies" at the institutional level to "General Education."

October 1998. Under the leadership of Valerie Hughes, seven technology-related workshops for COE faculty and staff were scheduled for the semester, led by several different faculty/staff members. [Similar activities were conducted at several later times, as well.]

Results of the July 1998 Michigan Tests for Teacher Certification were released. On the basic skills test, EMU students continued to pass the reading portion at a high level. On the mathematics portion, in five of the previous seven administrations of the test, EMU students passed at or above the statewide pass rate on the mathematics test. Similarly, on three of the previous five administrations of the writing portion, EMU students passed at or above the statewide

pass rate on the writing portion. For the July administration of the test, in 30 teaching fields, the EMU pass rate was at or above the statewide pass rate for the same teaching field.

The College of Education Council met on October 14. The group endorsed a proposal for a change in the MACRAO Agreement for students transferring from community colleges in Michigan. A considerable amount of time was spent debating a proposal for a university "General Education" committee to replace the existing "Basic Studies Committee." The College of Education Council endorsed this proposal in part and with various amendments.

The College of Education Council met on October 28, but no accreditation-related issues were on the agenda.

November 1998. The College of Education Council met on November 11. The Basic Programs Committee proposed that EDMT 330 [Instructional Applications of Media and Technology (2)] become a required course for recommendation for certification in the programs for music education (instrumental) and music education (vocal). The motion was seconded and discussed. However, it did not pass. The Basic Programs Committee recommended that a proposal be initiated to add EDMT 330 to the list of courses under I.B.5 ("a course in computer literacy") in the EMU Basic Studies/General Education requirements and to make this course the required course for prospective teachers among the options. This recommendation was tabled until a January meeting of the Council.

It was observed that professional education students no longer had the opportunity, since the move to the Halle Library, to browse among hard copy materials (curriculum guides, kits, K-12 textbooks, etc.) related to topics of interest. A motion was passed, unanimously, requesting that an Instructional Materials Center be reestablished, preferably in the space designated for such on the first floor of the Porter Building. [This was accomplished with the move into the Porter Building in 1999.]

December 1998. The College of Education Council met on December 9. Three substantive items were discussed, but all were tabled until the next meeting. These included a proposal to reduce the number of minors available to special education students, to delete psychology and sociology as major teaching fields, and to endorse a resolution concerning the state periodic review/program evaluation process and the use of test scores.

January 1999. The College of Education Council met on January 13. The Council considered a motion "to eliminate psychology and sociology from the list of approved majors for any EMU initial teacher preparation program." Guests from the Department of Psychology and the Department of Sociology, Anthropology, and Criminology were present and participated in the discussion. The motion was again tabled, pending gathering of additional statistical

information. The Council considered a motion "to delete the following from the approved list of majors for special education students: economics, geography, geology, political science, psychology, sociology." After considerable discussion, this motion was tabled as well.

The Council approved a recommendation from the Basic Programs Committee to reinstate PHED 257 [Physical Education for the Classroom Teacher (2)] as a required course for post-baccalaureate students preparing to become elementary teachers. The Council approved a recommendation from the Basic Programs Committee "that the elementary reconfiguration apply to all students selecting the early childhood minor, with the following exceptions: EDPS 341 [Assessment of the Young Child (3)][will be used] instead of EDPS 340 [Introduction to Assessment and Evaluation (3)] [and] may be taken in a different phase; TEDU 253 [Technology Education for Children (3)], HLED 320 [Health Education in Elementary Grades (2)], and MUSC 320 [Elementary Music Education (2)] are not required; student teaching + 8 crs. EDUC 490 [Student Teaching (8)] plus 4 cr. EDUC 495 [Student Teaching (4)] (pre-school); Structure of Disciplines minor may not be selected as one of three minors (3 minors = ECE + content + content)."

Substantial revisions of the NCATE standards were underway. Assuming approval, the revised Standards would be applicable to EMU for our next visit. According to NCATE, under the revised Standards, *"Accreditation decisions will focus increasingly on the performance of the institution and its candidates, and less on input and process considerations. Standards . . . will be compatible with standards for P-12 education, INTASC's model state licensing standards, the standards for advanced certification of the NBPTS, and NCATE-approved standards of associations."*

The College of Education Council met on January 27. After considerable discussion, a motion that had been tabled at both the December 9 and January 13 meetings was defeated. This was a motion to eliminate psychology and sociology from the list of approved majors for any EMU initial teacher preparation programs. However, a motion was unanimously passed to eliminate sociology from the list of approved majors for any EMU initial teacher preparation program. A further motion was approved to refer to the Basic Programs Committee a request to study further the matter of psychology as an approved major, including to study the issues of sufficiency of appropriate student teaching placements and possible "capping" of the number of prospective teachers of Psychology, and to present a plan and recommendations to the College of Education Council before the end of the academic year.

The College of Education Council passed a motion to delete the following from the approved list of minors for special education students: economics, geography, geology, political science, psychology, and sociology. The College of Education Council approved a large number of changes in the educational technology concentration of the M.A. in Educational Psychology.

February 1999. The College of Education Council met on February 10. A variety of reports were received, including on the status of the Porter Building and on the status of state policy matters having to do with teacher testing and with periodic review/program evaluation. The

Council agreed to conclude formal input concerning five proposed doctoral programs at the next meeting.

The College of Education Council met on February 24. The major item of business was to construct the formal input from the College of Education on five proposed doctoral programs.

March 1999. At the request of the Michigan Department of Education, the next NCATE/State review date for each of several Michigan institutions, including EMU, was postponed a year. As a result, the next NCATE/State review for EMU would be in the Fall of 2003. Draft copies of the NCATE revised Standards were in process of being distributed widely throughout the COE and elsewhere within EMU's professional education program structure.

The College of Education Council met on March 24. The Council recommended deletion of a number of inactive courses in the College of Arts and Sciences. The draft strategic plan report was received from the COE Planning and Finance Committee. The Council clarified the intent of preservice student teaching clock hours. The requirement remained one of at least 100 clock hours. To the extent that these were not accomplished in the future through the FETE courses, each program was responsible for structuring additional hours, and, to the extent those were not specified, the student would fall under current requirements. There was additional discussion of a professional development theme for the COE for the coming year. In observance of EMU's 150th anniversary, the theme was to be related to the history of education in Michigan with emphasis on the history of various issues that are reflected in the COE professional education program themes.

June 1999. The April 1999 results of the Michigan Tests for Teacher Certification were distributed on campus. In the Basic Skills tests, EMU students continued to pass the reading portion at a high level. On the mathematics portion of the Basic Skills test, EMU students performed at the statewide level. On the writing portion, EMU students performed at a slightly lower rate than was the case for students statewide. For the April 1999 administration, there were 27 (of 40) teaching fields in which the EMU pass rate was at or above the statewide pass rate for the same field. There were 13 teaching fields in which the EMU pass rate was below the statewide pass rate for the same field.

July 1999. The COE was in near chaos during much of the month of July as administrative and faculty offices were moved from a variety of locations on campus into the Porter Building. When the moves were completed, the COE in its entirety, with the exception of specialized instructional spaces for HPERD in the Warner Building, was now housed in the same building, for the first time in anyone's memory. This resolved a number of resource-related accreditation and program approval weaknesses.

Quite belatedly, we were notified by the Michigan Department of Education that the State Board of Education had approved our application for a new K-12 Technology and Design program and for a new K-12 Industrial Technology program. We also learned that we had been approved to amend our secondary social studies major.

September 1999. The College of Education Council met on September 8. Four proposed new graduate courses in Special Education were discussed and approved.

On the July 1999 administration of the Michigan Tests for Teacher Certification (MTTC), the EMU pass rate on the Basic Skills reading test was at the statewide pass rate, the pass rate on the mathematics test was two percentage points above the statewide pass rate, and the pass rate on the writing test was one percentage point below the statewide pass rate. Twenty-eight EMU programs had pass rates that were equal to or greater than the statewide pass rate for that teaching field.

EMU had eight teaching fields in which the three-year pass rate was 75% or below, none of which were housed in the College of Education. However, in four of these instances, our pass rate was above the statewide pass rate for the same field. Across all subject fields, EMU students, over the previous three years, had passed the MTTC at a very slightly higher rate than the statewide overall pass rate.

The College of Education Council met on September 22. The Council approved matters related to three graduate courses in counseling, as well as a modification in the master's program in community counseling.

October 1999. The College of Education Council met on October 13. The Council recommended approval of the changing a number of dance courses from "PEGN" to "DANC." In addition, the Council approved a request from HPERD to change the name of the "adult/corporate fitness" concentration in the M.S. in physical education program to "exercise testing and training." Another proposal from HPERD for a concentration name change was not approved.

NCATE produced *A Guide to College Programs in Teacher Preparation*. It featured NCATE-accredited schools of education and listed nationally recognized programs at the initial teacher preparation level at accredited institutions. EMU held an entire page in this Jossey Bass publication.

The College of Education Council met on October 27. The College of Education Council endorsed a recommendation from the Committee on Basic Programs that the credit hours for four graduate courses be changed from two to three.

November 1999. The College of Education Council met on November 10. The Council endorsed the following two items from the Basic Programs Committee: (1) To require all students seeking certification to complete as their unstructured pre-student teaching hours a teaching experience either in a classroom or other setting at the appropriate instructional level for the certification being sought, and (2) to [re]approve the original general education requirements for post BA secondary certification with the following revisions: a) American Government should read "A course in US Government," and b) General Psychology should read "A course in general psychology."

December 1999. The College of Education Council met on December 8. No accreditation-related actions were taken.

January 2000. The College of Education Council met on January 12. An item from the Basic Programs Committee concerning the pedagogical content of the art education program was returned to that body for additional work. An item from the Basic Programs Committee concerning the "Structure of the Disciplines" minor was referred to an editing committee. A recommendation from the Basic Programs Committee to revise the wording of the theme for the initial preparation program was approved. The new wording was: *EMU teacher preparation programs develop knowledgeable professionals who are caring, reflective decision-makers in a culturally diverse and technological society.*

The College of Education Council met on January 26. The Council decided to continue on the agenda a consideration of next year's professional development theme, a consideration of modification of the COE mission statement, the proposed changes in the art education curriculum, and the proposed wording changes for the Structure of the Disciplines minor.

February 2000. The College of Education Council met on February 9. The Council approved the following wording related to the Structure of the Disciplines minor: "The Structure of the Disciplines minor is only open to prospective elementary teachers who have not selected an early childhood minor or a special education major. This minor does not lead to any Michigan Department of Education subject-area endorsement. The Structure of the Disciplines minor does not require any courses other than those normally required for elementary teacher certification. This minor is composed of courses from the following list that are not used for a) the major, or b) the other two minors."

The music education program was reaccredited, pending response to several questions, as part of the larger reaccreditation of EMU by the National Association of Schools of Music.

March 2000. The College of Education Council met on March 8. The Council approved a recommendation from the Basic Programs Committee concerning the "reconfiguration" of the art education program. The Council also endorsed a recommendation concerning SPGN 251 [Education of Students with Exceptionalities (3)] and its use in various programs. The Council endorsed the recommendation of the Advanced Programs Committee concerning revisions in CURR 650 [Improving Instruction Through Inquiry and Assessment (3)]. The Council recommended approval of the "Proposed Revisions to EMU's Graduate School Residency Requirement" and of the "Proposed Revisions to EMU's Policy on Advanced Placement (AP) Credit and Changes to Academic Transcripts."

The College of Education Council met on March 22. A proposed certificate program in Educational Media and Technology was approved. An extended period of time was spent in discussion of the COE Mission Statement.

April 2000, The College of Education Council met on April 12. A proposal from the Basic Programs Committee concerning the general education requirements for post-baccalaureate prospective elementary teachers was returned to the Basic Programs Committee for further work. The Council tabled a motion from the Advanced Programs Committee concerning the proposed M.A. in mathematics education, pending further work by the Advanced Programs Committee. There was extended discussion on several topics, including college professional development theme activities and the COE mission statement.

Based on materials submitted by the Department of Leadership and Counseling, the Council for Accreditation of Counseling and Related Educational Programs (CACREP) removed the two-year conditional status placed earlier on our programs in community counseling and school counseling. As a result, those programs were now unconditionally accredited through June 30, 2005.

June 2000. An analysis of the April 2000 results of the Michigan Tests for Teacher Certification, as reported by National Evaluation Systems, showed that EMU students continued to perform at state-wide levels on the reading, mathematics, and writing portions of the Basic Skills Test. The data indicated that our lowest three-year cumulative pass rates were in political science, mathematics, chemistry, sociology, history, industrial arts, biology, German, and geography.

September 2000. The College of Education Council met on September 13. The Council provided formal input (and recommended approval with, in some cases, suggested changes) on the "Proposed Graduate School Policy on Doctoral Programs," the proposed Graduate School policy change "Enrollment in Graduate Courses by Advanced Undergraduates," and the

proposed Graduate School policy change on "Maximum Registration Hours." The Council adopted as the revised Mission Statement of the College of Education the following wording:

The mission of the COE is to serve as a national leader in educational preparation and scholarship based on equity, intellectual curiosity and compassion. We impact the way America learns!

The College of Education Council met on September 27. The College of Education Council endorsed a recommendation from the Basic Programs Committee to raise the admission requirement for the initial teacher preparation program, in three increments, from 2.5 to 2.75. The Council did not endorse a proposal to discontinue the second bachelor's option for admission. Finally, the College of Education Council tabled a proposal to require passing the relevant subject area test as an admission requirement for post-baccalaureate students.

October 2000. As dean, and based on the recommendation of the appropriate faculty bodies, I made the following announcement: *"Effective January 1, 2001, the requirement for admission to and (for students admitted during 2001) retention in the initial teacher preparation program will be raised from a 2.5 grade point average (on several indicators) to a 2.6 GPA. Effective January 1, 2002, the requirement for admission to and (for students admitted during 2002) retention in the program will be raised to a 2.7 GPA. Effective January 1, 2003, the requirement will become 2.75. Predictions are that, even with these raised requirements, admissions will remain at well over 1,000 per year."* [However, see below at the end of October 2000.]

Provost Ron Collins authorized 14 faculty searches for the College of Education for the following year. These included four each in HPERD and Teacher Education and three each in Leadership and Counseling and Special Education. If all were successful, the effect would be a net increase in the number of tenure-track faculty members in the COE, supporting the resolution of unmet "resource" Standards and weaknesses identified by NCATE and the state PR/PE review processes.

The Michigan Department of Education announced the successful completion of negotiations with several national discipline-based organizations such that Michigan NCATE institutions will not have to prepare two folios (one for the specialty organization, one for the state) as part of the external review process. In the approved instances, completion and successful review of the state folio will suffice for the national review as well. To date, these arrangements had been made with the National Council of Teachers of English, the National Council of Teachers of Mathematics, the National Association for the Education of Young Children, the National Middle School Association, and another organization not applicable to EMU. Additional such agreements were in process.

The College of Education Council met on October 11. The Committee on Basic Programs recommended approval of a new course BEDU 363 [Curriculum for Business Services and Technology Education (3)], new course SPSI 347 [Management of Acquired Neurological

Communication Disorders (3)], and 14 changes in the speech-language impaired program. All were approved by the Council. The Advanced Programs Committee recommended the approval of a new course SOFD/WMST 581 [Gender and Education (3)]. The Council approved this as well.

I asked the College of Education Council for input on a proposal that would require post-baccalaureate students to take and pass at least one subject-field state certification test before entry into the initial teacher preparation program. The Council endorsed this proposal. The end of the meeting was devoted to a lengthy discussion of issues related to low scores in certain teaching fields on the state certification test.

It had been announced that the grade point average for admission into the initial teacher preparation program would be increased in three increments, the first of which would become effective January 1, 2001. However, following the announcement, and in an extremely rare move by EMU central administration, President Samuel Kirkpatrick determined that this matter should be postponed indefinitely. As a result, plans were abandoned for changes in the admissions criteria. The College of Education Council chose not to challenge this "override" of a faculty-determined academic policy.

The College of Education Council met on October 25. There was a presentation by and discussion with Russ Larson and Ann Blakeslee, both of the Department of English, on the "Writing Across the Curriculum" initiative. At 3:00 p.m., the College of Education Council was joined by a group of representatives from invited departments in the College of Arts and Sciences for discussion concerning a variety of interlocking issues related to Title II reporting, EMU certification test performance, curricular/objectives alignment, Periodic Review/Program Evaluation processes, areas of responsibility, and the like. A great deal of information was shared over the next hour and a half.

November 2000. The College of Education Council met on November 8. The Basic Programs Committee recommended approval of the following curricular items, which the College of Education Council also endorsed: a new curriculum in English literature, including revisions in the English and American Literature and Language (teaching) major and the related (teaching) minor; revisions in an economics course; a new course in mathematics and three new courses in health education; a change in prerequisites for a special education course; and changes in some/all of title, description, and credits for four health education courses.

The Advanced Programs Committee recommended the approval of the following curricular items, which the College of Education Council also endorsed: a change in prerequisites for three special education courses; two new courses in special education, and the elimination of a course in counseling.

The College of Education Council adopted the following resolution: *The College of Education Council supports the concept, currently under discussion in the Deans Advisory Council*

and elsewhere, of reducing the quantity of and simplifying the EMU general education requirements. The College of Education Council particularly supports, in concept, making it easier for transfer students to satisfy EMU general education requirements through appropriate course work taken at a community college or at another senior-level institution. However, the College of Education Council urges all those involved in such discussions to be aware of the external requirements concerning general education that affect prospective teachers.

The College of Education Council adopted the following resolution:

The College of Education Council takes note, with great concern, of the proposed use of information from the Michigan Tests for Teacher Certification for program review purposes. The Council notes that the Tests were constructed and validated against the Michigan Curriculum Frameworks and other objectives for each teaching field, for the purpose of determining if an individual was appropriately prepared to teach in her/his subject field. The Council is not aware of any efforts that have been made to validate the Tests for use as a measure of the quality of a preparation program. The College of Education Council urges the Michigan Association of Colleges for Teacher Education to recommend to (and use its influence with) the Michigan Department of Education that the results be used solely for the purposes of determining if an individual is appropriately prepared to teach in his or her subject field.

The Council observes that the practices that have been followed, under the State's contract with National Evaluation Systems, are such that a great deal of "contaminated" and irrelevant information is associated with each institution and with each testing field. For example, persons with no known affiliation with Eastern Michigan University are permitted to take the test and to self-identify an affiliation with EMU. Persons affiliated with EMU, but not formally admitted to (and perhaps not eligible for admission) EMU's initial teacher preparation program, have test scores in EMU's reported data. Persons admitted to the EMU initial teacher preparation program have scores in the EMU data for a field or fields not their major or minor. Persons who have not completed all the required course work necessary to be well-prepared for the test have scores in the EMU data. There are other irregularities as well.

The College of Education Council urges the Michigan Association of Colleges for Teacher Education to recommend to (and use its influence with) the Michigan Department of Education that, at least, for any sort of state-level program evaluation/review/approval purposes, all scores be eliminated, for any sort of reporting purposes, of persons who have not been formally admitted to the teacher education at the institution where their scores are reported.

December 2000. A special meeting for everyone on campus involved with the content tested on the Michigan Tests for Teacher Certification was scheduled for December 6, 3:00 p.m. to 5:00 p.m., Room 301 B/C of the Porter Building. Presenters included Carolyn Logan, Director, Professional Preparation Services, Michigan Department of Education; and Richard Allen and Marty Karlin, two top executives of National Evaluation Systems, the contractor for the state tests. This meeting was called in response to numerous questions that had been raised by EMU

faculty members in the content areas about state test policy and test construction and administration.

The College of Education Council met on December 13. The report of the Basic Programs Committee was considered. A motion was made, seconded, and passed to approve 18 curricular items endorsed by the Basic Programs Committee, all of which had to do with restructuring and reducing the length of the program in physical education. A motion was made, seconded, and passed to approve the proposed changes in Graduate School Admission Categories as presented.

A motion was made, seconded, and passed to adopt the following resolution: *The College of Education Council recommends to the Michigan Association of Colleges for Teacher Education that MACTE recommends the following to the Michigan Department of Education and to the Michigan State Board of Education. In addition, the College of Education Council makes the following recommendation directly to the staff of the Michigan Department of Education. The Dean of the EMU College of Education is requested to transmit this resolution to the appropriate parties.*

Because appreciable numbers of persons who sit for the subject-area tests of the Michigan Tests for Teacher Certification (a) self-identify an inappropriate institution as the place where they have been prepared, (b) take a subject-area test in a field in which they have not been prepared, (c) take a subject-area test before they have completed the course work that is covered by the subject-area examination, or (d) otherwise cause distortions in an institution's legitimate pass rates for which it should be held accountable,

It is recommended that a process be put into place, not unlike that used in Texas and perhaps elsewhere, such that a person is not eligible to take a subject-area test of the Michigan Tests for Teacher Certification and identify her/himself as having been prepared in the subject area at a particular institution unless the Head (Dean, Director, Chair) of the School/College/Department of Education at that institution, or the Head's designee, gives prior approval to the person to do so, based on the person's preparedness to sit for the test. For example, a person wanting to take Test X and claim EMU as the preparing institution would apply for and, if eligible, be given a "bar code" that verifies that the person has been formally admitted to the EMU initial teacher preparation program with a major or minor in subject X and that the person has completed or is sufficiently near completion of the major or minor in subject X.

[This seemed to be an appreciable problem for EMU, but a lesser or no problem for other public and private institutions in the state. Accordingly, EMU—I in particular—took a leadership role, but with the support of other institutions, in getting policies and procedures changed such to accomplish this through the MDE and the testing company. As a result, our test scores improved appreciably!]

A motion was made, seconded, and passed to approve 39 prerequisite changes proposed by the Department of Teacher Education, as recommended by the Basic Programs Committee. There was considerable discussion concerning an item to be on the agenda for the next meeting

concerning criteria for "ranking" of the state's teacher education programs, in accordance with Title II legislation.

January 2001. The College of Education Council met on January 10. There was a lengthy discussion of possible criteria to recommend to the Michigan Association of Colleges for Teacher Education (MACTE) (and indirectly, to the Michigan Department of Education) for use in program evaluation for Title II reporting purposes.

Free workshops for COE faculty members on making digital video and on teaching online were scheduled to be offered during the semester, in the Porter Building, by faculty members expert in the respective fields.

February 2001. The College of Education Council met on February 14. The Council spent its entire session reviewing, amending, and approving the minimum general education requirements for recommendation for certification for post-baccalaureate students. Including changes that were made in an earlier action, matters then stood as:

For any Post-Baccalaureate certification student, an EMU recommendation for initial teacher certification shall be based, in part, on an academic record that includes a minimum of 40 semester credit hours in liberal studies, including each of the following:

(For Elementary)

A course in history

Two science courses [both of (a) and (b)]: (a) one course in either physics or chemistry; (b) one course in earth science. At least one of (a) or (b) must include a laboratory component. Special education majors may use a course in biology to meet one of (a) or (b)

A course in literature

A course in written communication

A course in speech

A course in United States government

A course in world geography

A course in the arts

A course in general psychology

Two mathematics courses; one of (a) or (b): (a) MATH 108 and MATH 109; (b) Two college-level mathematics courses approved by an advisor.

(For Secondary)

A course in history

A course in science which has a laboratory component

A course in literature

A course in written composition

A course in oral communication

A course in mathematics

A course in the arts: art, dance, music, or theater

A course in United States government

A course in general psychology

The College of Education Council met on February 28. The bulk of the meeting was spent considering proposed amendments to the COE input/governing document. Several proposed amendments were approved. However, action was deferred on one major section and thus on the entire document.

March 2001. The College of Education Council met on March 14. The Council approved the proposed changes in Article IV, Section C of the College of Education governance/input document, followed by approval of the entire proposed set of changes and determination that the proposed changes should be submitted to the COE faculty for a vote. The proposed changes and a ballot were then submitted to the eligible voters.

April 2001. The proposed amendments to the College of Education governance/input document, submitted by the College of Education Council to the faculty, did not pass. Accordingly, the structures and procedures of recent years, including the standing committee structure and composition of committees, remained as they were.

The College of Education Council met on April 4. The Council endorsed recommendations of the Basic Programs Committee (a) to revise the methods course (collapsing two into one) for three programs housed in the Department of Business and Technology Education and (b) to revise the curriculum for prospective teachers of instrumental and vocal music (piano

proficiency requirements for both and more instrumental music methods for the BME-Vocal). The bulk of the meeting was devoted to a discussion, and ultimate endorsement, of (subject to certain editorial changes) the report of the COE Planning and Finance Committee on the COE "strategic plan." The six strategic initiatives approved were, in descending priority order:

1. Funding for technology replacement on a four-year cycle. \$282,000 per year.
2. Enhanced funding for the COE Advising Center. \$275,344 per year.
3. Increase COE support staff; provide additional training in technology for faculty and staff. \$260,013 per year.
4. Increase staff and funding for the COE Office of Collaborative Education. \$133,342 per year.
5. Funding for (an emerging) Michigan Education Policy Center. \$146,708 per year.
6. Expansion of the role of/services provided by the Porter Chair in Urban Education. \$35,685 per year.

The College of Education Council met on April 11. The Council endorsed changes in eight educational leadership courses, changing all to three-hour courses and changing the title and/or description in various ones. The Council also endorsed changes in the language arts major and minor, subject to recommendation by the Basic Programs Committee.

July 2001. The College of Education Council met on July 11. The Council endorsed 11 curricular proposals, all of which had originated outside the COE. Of particular interest was a proposed new concentration in mathematics education in the M.A. in mathematics, which was approved with certain qualifications.

September 2001. The College of Education Council met on September 12. The Council approved a recommendation from the Basic Programs Committee to change the "theme statement" for the initial teacher preparation program to: *"Eastern Michigan University prepares knowledgeable professionals who are caring, reflective decision-makers in a democratic, culturally diverse and technological society."*

The College of Education Council met on September 26. The Basic Programs Committee recommended changes in four political science courses and in three physics courses. These changes were endorsed by the Council. The Council requested that I draft proposed amendments to the COE governance/input document, based on results from the recent poll of the faculty.

October, 2001. The College of Education Council met on October 10. Based on a recommendation of the Basic Programs Committee, the Council endorsed a new major and minor in reading and six new courses to support the major/minor. The Council voted to refer to the tenure-track faculty for a vote a series of amendments to the COE Input/Governance document. The voting would be conducted within departments over the next several weeks.

The College of Education Council met on October 24. An action of the Basic Programs Committee concerning the publicizing of information about the initial programs conceptual frameworks was distributed. The Head of the Department of Teacher Education proposed several amendments to the recently-approved minor in Language Arts.

November 2001. The College of Education Council met on November 14. The Council considered a proposal, recommended by the Advanced Programs Committee, for a number of changes in the M.S. in Technology Education. The Council approved the changes, contingent upon changing the phrase "career, technical, and workforce education," everywhere that it appears in the proposal and related courses, to "career, technical, and workforce training." Under old business, the College of Education Council chair announced that the proposed amendments to the COE governance/input document had been approved by a majority of the tenure-track faculty members in the COE.

The College of Education Council met on November 28. Various reports were received, including one from me concerning the timetable for NCATE and Periodic Review matters.

December 2001. The College of Education Council met on December 12. Upon recommendation of the Basic Programs Committee, the College of Education Council endorsed changes in two science courses. In addition, the Council endorsed proposed changes in the geography teaching major and the geography teaching minor. At an earlier meeting, the College of Education Council adopted a conditional approval of changes in master's level programming in the College of Technology. In response to COE concerns, the Department of Business and Technology Education proposed changed wording, which was approved by the College of Education Council, in effect removing the conditional approval. A number of reports were received, concluding with my report about the calendar for and preparations related to the forthcoming NCATE review and state PR/PE review. There was a lengthy discussion, which was to be continued at the next meeting, about how to determine who would draft the various documents needed.

January 2002. The College of Education Council met on January 9. Various reports were received, including one from me on the status of NCATE/State review preparations.

The College of Education Council met on January 23. Upon recommendation of the Basic Programs Committee, the Council voted to endorse a proposal to reduce the requirements for prospective teachers of chemistry. Various reports were received. There was considerable discussion concerning a proposal made by Provost Paul Schollaert to transfer the Department of Social Work to the College of Education. With a statement of rationale attached, the Council voted to send the following statement to the Provost:

The College of Education Council takes seriously your invitation for input regarding the restructuring of the College of Health and Human Services. If the deadline of February 25, 2002 must be met, then we propose the merger of the College of Education and the College of Health and Human Services into one college-the College of Education, Health, and Human Services. . . . However, we strongly recommend that all decisions regarding the restructuring of the College of Health and Human Services be made after a year of careful study and input from all parties concerned.

March 2002. The College of Education Council met on March 27. The Council reviewed NCATE-affiliated organization matrices for secondary programs in science and for elementary and secondary programs in mathematics. The Council returned the materials to the drafters, supporting the comments of the Basic Programs Committee and requesting additional work to be done. These are to be returned to the College of Education Council by May 1. The Council adopted a revised theme statement for the initial teacher preparation programs, as recommended by the Basic Programs Committee. The revised theme is "*Caring professional educators for a diverse and democratic society.*"

Upon recommendation of the Basic Programs Committee, the Council adopted Teacher Preparation Program Outcomes and Benchmarks for the initial program and approved a course outline template to be used with all courses that are NCATE-eligible for review. The Council reaffirmed a previously-adopted statement concerning "professional dispositions" for the initial teacher preparation program. Upon recommendation of the Advanced Programs Committee, the College of Education Council adopted a variety of revisions in the master's programs in early childhood education, middle level education, and educational media and technology. In addition, also upon recommendation of the Advanced Programs Committee, a number of revisions were approved in the master's programs in reading, counseling, and educational leadership.

April 2002. NCATE announced that the next site visit for EMU (which will include representatives of the Michigan Department of Education as well) will occur on November 15-19, 2003. Faculty members and administrators were requested to be on campus during those days.

The College of Education Council met on April 10. The Council endorsed a recommendation of the Basic Programs Committee to change the name of the "industrial-vocational education" program to "vocational education." The Council reviewed the draft materials for the ITEA/CTTE folio from technology education, along with the findings/recommendations of the

Basic Programs Committee. Several recommendations were made to the technology education program, with a request that revisions be submitted to the College of Education Council by May 1. The Council reviewed the status of the various draft program folios and agreed to review materials expected from the Basic Programs Committee and the Advanced Programs Committee at the next meeting.

The College of Education Council met in a called meeting on April 27. The Council reviewed several draft NCATE-related matrices forwarded by the Basic Programs Committee. Because it had recently been determined that the initial preparation program in "English" did not have to go forward to NCATE/NCTE this fall, review of the materials for English was postponed to a later time. The Council accepted in draft form the materials for "elementary." The Council returned the draft materials for "computer science" and "geography" to the originating departments with a request for certain revisions. The Council noted that it would be glad to review revised materials at its May 8 meeting. The Council reviewed draft NCATE-related matrices forwarded by the Advanced Programs Committee. The Council accepted in draft form the materials for "reading" and "educational leadership." However, the materials for "early childhood education" and "educational technology" were returned to the originating departments for additional work, with an indication that the Council would be glad to review revised materials at its May 8 meeting.

May 2002. The College of Education Council met on May 8. Upon recommendation of the Advanced Programs Committee, the Council approved proposed new course SOFD 660 [Teaching for Social and Ecological Justice (3)]. Grading option changes for certain special education courses were approved as well. However, a proposed Graduate Certificate in Economics for K-12 Teachers was not approved, but returned to the Department of Economics with comments. The Council reviewed and approved draft material for submission to the relevant national professional organization in the fields of early childhood education, educational technology, educational leadership, and technology education.

The College of Education Council met on May 22. The Council approved new admissions requirements covering master's programs in the Department of Teacher Education. A major difference was the dropping of the requirement of a GRE score. The Council reviewed draft material for the initial program in history and the initial program in science, both of which had been approved by the Basic Programs Committee. However, no action was taken on history, once information was received that a substantial revision was under way. The science material was returned to the originators with substantial comments from the Council, primarily along the lines that some science fields were well-represented and others hardly represented at all.

June 2002. The College of Education Council met on June 12. Upon recommendation of the Basic Programs Committee, with an additional amendment from the College of Education Council, the requirements for admission to student teaching were amended in two ways, effective with students planning to do student teaching in the Fall of 2003 and thereafter: (a) if there is

an assessment course required in the program (which is the case in most instances), that must be completed before student teaching; (b) for early childhood minors, two particular courses must be completed. Also, upon recommendation of the Basic Programs Committee, the College of Education Council endorsed changing the titles/descriptions of six technology education courses, in general changing "industrial-vocational education" to "vocational education." The Council endorsed a title and description change for two courses in English.

The Council endorsed proposed changes, recommended by the Basic Programs Committee, in the program of study for each of industrial technology and technology and design. The major effect was to add two FETE (pre-student teaching field experience) courses to the curriculum. The Basic Programs Committee recommended approval of draft core materials for NCATE/national association submission for the teaching fields in the social sciences (for NCSS) and for the teaching fields in special education (for CEC). The Council endorsed this recommendation.

Upon recommendation from the Advanced Programs Committee, the Council endorsed prerequisite changes for two courses in the teaching English to speakers of other languages program. The Council considered draft core materials submitted in connection with the "science" teaching fields (for NSTA). However, these had not been reviewed by the Basic Programs Committee and they appeared to need additional work. As a result, the Council postponed any action on this matter until the next meeting.

The Council considered proposed changes in the admission requirements for the M.A. programs in counseling and the M.A. program in educational leadership. Although these had not been reviewed by any committee, the Council endorsed the proposed changes, for reasons of submission deadlines.

The College of Education Council reviewed the status of the 16 folios that were due to NCATE/national professional organizations no later than September 15, 2002 and that had been due to the College of Education Council by April 15, 2002. The Council noted that one was substantially complete, through posting on the web site, and four others were partially posted to the web site (with completion depending on formal approval of programs in Lansing in some cases and completion of approval of changes by central administration in other cases). One other had been approved by the College of Education Council, but posting to the web site had not yet begun. Seven others were approved during the course of this meeting. One other (initial program in computer science) had been reviewed earlier by the College of Education Council and returned for further work, with no response to date. Review of the materials for the initial programs in "science education" was set for July 24. It was noted that no materials had been received related to the advanced program in physical education.

July 2002. EMU's graduate program in speech-language pathology was fully reaccredited for the next eight-year cycle, according to the American Speech-Language-Hearing Association's (ASHA) Council on Academic Accreditation. An earlier probationary status had been removed as there was now a full complement of faculty, including a full-time Ph.D. audiologist,

and program revisions had been completed. In addition, word was received of the reaccreditation of EMU's programing in hearing impaired by the Council on Education of the Deaf.

The College of Education Council met on July 24. The Council approved changes in six graduate courses in special education. The Council reviewed and approved the core materials for "science" for submission to NCATE in September, subject to editorial review. The Council also reviewed and approved revisions in the computer science materials that had been made since an earlier review. There was also a review and approval of materials that had been prepared for the advanced program in physical education. I reported to the Council on the status of posting materials to the EMU NCATE web site. All approved materials were scheduled to be posted by September 15.

September 2002. A box of materials and a letter left campus by UPS such as to arrive at the NCATE offices by the stated deadline for receiving SPA materials. The box included:

A hard copy for ACEI of our material for our initial program in elementary education.

Four hard copies for NCSS of our material for our initial teacher preparation programs in the social science areas.

Four hard copies for ELCC of our material for our advanced (masters and specialist) programs in educational leadership.

Five hard copies of our materials and four hard copy Graduate Catalogs for AAHPERD/NASPE for our advanced program in physical education.

A CD-ROM for NSTA of our material for our initial teacher preparation programs in the science areas (biology, chemistry, physics, geology/earth science, and secondary general science).

For what we considered to be the more technologically advanced SPA's (specialized profession associations), the letter included the URL where our materials for each organization was to be found. These included URL's for materials for:

ITEA/CTTE (initial programs in industrial technology and technology and design);

ISTE (initial program in computer science and advanced program in educational media/technology);

IRA (advanced program in reading);

NAEYC (advanced program in early childhood education);

CEC (initial program in special education).

All this material, even that submitted in hard copy or otherwise, was available for review and use on the EMU NCATE web site.

According to the NCATE calendar of activities, responses from the SPA's were to be made by February 1, 2003 to both us and to NCATE. Should it be necessary for us to prepare a rejoinder, that would be due from us by April 15, 2003. Responses to the rejoinder were to be made by the SPA to both us and to NCATE by September 1, 2003. There would not be time for a second rejoinder before our November 2003 NCATE BOE team visit.

Instructions for completing the materials for the program-specific aspects of the forthcoming State review were distributed. However, soon afterwards, we received clarification from the State that certain programs were "off cycle" and thus no report was expected as part of this cycle of review. The "off cycle" programs were the initial preparation programs in social studies (2005-06) and English, mathematics, and physical education (2006-07).

In an even more dramatic development, we then received written notification from the Michigan Department of Education that the State would not review those programs which lead to an endorsement and that we had submitted to a national SPA. At most, we would submit a completed Form XX for these programs and we would submit other short items on a "by-request" basis. The State would accept whatever positive or negative determination we received from the national SPA in these cases.

As a result, we were not to prepare State folios for these programs: computer science, biology, chemistry, physics, geology/earth science, (secondary) general science, economics, geography, history, political science, psychology, all special education majors, industrial technology, technology and design, educational media and technology, and the advanced program in reading.

The "corrected" MTTC results since October 2001 had an increasing positive effect on our four-year cumulative pass-rate average. The EMU collective cumulative pass rate of 84.5% was gradually pulling ahead of our calculation of the state overall cumulative pass rate. EMU cumulative pass rates remained at/below 75% in psychology, political science, geology/earth science, physics, chemistry, biology, history, visually impaired, sociology, geography, and German.

The College of Education Council met on September 25. The Planning and Finance Committee reported on its work with respect to strategic planning. The Department of Teacher Education reported on the distribution of mouse pads and T-shirts to promote the initial teacher preparation program theme, along with a booklet on the conceptual framework. The Council approved a change in student teaching prerequisites for early childhood education students.

October 2002. The College of Education Council met on October 9. A variety of reports were received, but no accreditation-related action was taken.

The College of Education Council met on October 23. The Council approved a change in an English course and changes in the sociology teaching major and teaching minor. In addition, the Council approved changes in the geology/earth science programs, including changes in the structure of the teaching major and teaching minor. All these changes had been recommended by the Basic Programs Committee.

November 2002. The College of Education Council met on November 13. The Council reviewed and approved a proposal for a new course in English. The Council approved proposed revisions in the teaching major and in the teaching minor in biology, with a comment. The Council approved State Periodic Review/Program Evaluation materials submitted by eight programs and that were recommended by the Basic Programs Committee.

Members of the COE Planning and Finance Committee presented the draft COE Strategic Plan for this cycle, along with the priority order. After discussion, the Council approved the draft plan, subject to small editorial revisions. The components were (in descending order of priority): additional COE support staff and faculty/staff training in technology; Warner Building renovations; internationalization/enhance work of COE Office of Collaborative Education; doctoral programming in curriculum and instruction; expansion of the Porter Chair role; creation of the Michigan Educational Policy Center. In addition, the proposal supported a multi-college activity, the proposed nutraceutical research and training center.

The Council adopted a resolution encouraging EMU's Business and Finance Division to include in its strategic plan, and/or through other mechanisms, funds such as to address/resolve maintenance issues in the Warner Building. Various reports were received, including a notification that a wide variety of modifications in special education courses had been handled administratively.

The College of Education Council met on November 20. The Council approved a recommendation from the Advanced Programs Committee for a revised theme for the advanced programs and for certain portions of revised conceptual frameworks material. The revised theme was "*Inquiry, advocacy, and leadership for a diverse and democratic society.*"

The Council endorsed the dean's administrative action concerning two curricular items, but adopted a motion requesting the dean to notify members of the College of Education Council before taking such actions in the future. After considerable discussion, a proposal from the dean of the College of Technology for changes in the program in technology and design (TX) was not approved, but was returned to the College of Technology with a request that this be processed through normal curriculum approval procedures, with a suggestion that the proposal be revised to include greater alignment with other EMU programs for preparing secondary teachers.

For the October 2002 administration of the Michigan Tests for Teacher Certification, in 15 of 29 fields, the EMU pass rate was at or above the statewide pass rate for the same field. For the previous 16 quarters, 36 (of 45) teaching fields had a pass rate that was equal to or greater than the statewide pass rate in the same field. EMU's overall pass rate for the subject-field tests

for the 16 quarters was approximately 84.5%. EMU students continued to pass the Basic Skills test (reading, mathematics, writing) at the state levels, all of which are high.

December 2002. The College of Education Council met on December 11. The Council reviewed 12 sets of materials for state periodic review/program evaluation, as recommended by the Basic Programs Committee. Seven of these were approved for final posting and submission-- economics, chemistry, geography, history, political science, psychology, and social studies. The remaining five were tabled pending rewriting of certain passages. The Council reviewed three sets of materials for state periodic review/program evaluation recommended by the Advanced Programs Committee. Reading and counseling were approved; the other was tabled, with all pending rewriting of certain passages.

The Council reviewed proposed changes in the physics teaching major and minor, as recommended by the Basic Programs Committee. The changes were approved. The Council adopted a resolution, addressed to Provost Schollaert, requesting changes in the way that EMU catalog preparation was currently handled.

January 2003. NCATE announced that the American Alliance for Health, Physical Education, Recreation and Dance/National Association for Sport and Physical Education had found EMU's advanced program for preparing physical educators to be in full compliance with AAHPERD/NASPE Standards.

The College of Education Council met on January 8. The College of Education Council endorsed the finding of the Basic Programs Committee that the materials for the state review of secondary mathematics and secondary English were in good order and were ready for submission. A large portion of the meeting was devoted to discussion related to external approval of several teacher preparation programs.

The College of Education Council met on January 22. The Council approved the state folio in Japanese language and culture pending editorial changes. The state folio for fine arts (arts group) was approved, along with the content of Form XX for physical education. Each of the former actions had been recommended by the Basic Programs Committee. Based on a recommendation of the Advanced Programs Committee, the middle level education state folio was approved.

February 2003. To date, positive reports had been received from national specialized professional associations concerning our advanced program in physical education and our initial program in technology education. In all other cases, we either had not yet received a report or we have additional work to do before receiving approval. Arrangements had been made with staff of the Michigan Department of Education such that we would not submit reports on four

programs because of changes in standards. We had been granted permission to delay reporting to the state until September 15 material for four programs in the sciences. Materials approved by the appropriate committee and the College of Education Council had been posted to the NCATE/State web site.

The College of Education Council met on February 12. The Council endorsed a recommendation from the Basic Programs Committee to recommend to the Michigan Department of Education additional tracks in the English as a second language program. The Council endorsed the content of the state folio for sociology. A proposal concerning a new visual arts education endorsement was tabled, pending clarification of the materials that had been prepared. The Council endorsed a proposal to "shelve industrial technology" (Certification code IX), effective Spring 2003 and requested that I, as dean, negotiate with the staff of the Michigan Department of Education various matters related to this program and to the program in technology and design (Certification code TX). Further, I, as dean, was requested not to sign or to endorse the contents of a draft letter, prepared outside the COE, having to do with post-baccalaureate students, that had come to the Council's attention. Various reports were received, including my report on NCATE SPA notifications received and other preparations for NCATE and state review.

The College of Education Council met on February 26. The Council, upon recommendation of the Basic Programs Committee, endorsed the proposed new program in visual arts education (LQ), an extended group major that did not require a minor, as a replacement for the current art education major and minor. According to state requirements, no students were admitted to the current art education major or minor after the 2002-2003 academic year.

March 2003. EMU was notified of unconditional approval of all initial teacher preparation programs in special education by the Council for Exceptional Children. Such approval was a prerequisite for NCATE approval. EMU's new program in "language arts" was approved by the Michigan Department of Education, a recognition that contributed to EMU's state Periodic Review/Program Evaluation process.

Including the results of the January 2003 administration of the Michigan Tests for Teacher Certification, the rolling 16-quarter EMU cumulative pass rates in all three Basic Skills areas (reading, mathematics, writing) were the same as the calculated state cumulative pass rates for each test. EMU maintained high 16-administration pass rates (at/above 95%) in nine subject fields, with dozens of persons tested in most, as reported by National Evaluation Systems (including "non-corrected" pass rates prior to October 2001 and "corrected" pass rates for October 2001 and later). These were: technology and design, speech-language impaired, early childhood education, health education, learning disabled, English, art education, secondary mathematics, and economics.

EMU had relatively low 16-administration pass rates (at/below 75%) in twelve subject fields with (usually) dozens (or hundreds) of students tested in most. These were: psychology, mathematics (now being tested and reported as "secondary mathematics" and "elementary

mathematics”), geology/earth science, political science, chemistry, biology, physics, history, visually impaired, geography, German, and sociology.

EMU’s collective pass rate, all subject fields, most recent 16 administrations, was approximately 84.53%, more than two percentage points above our calculations of the statewide collective pass rate. For the most recent 16 administrations, the EMU pass rate in the following teaching fields was appreciably higher than the state pass rate in the same field: computer science, economics, Spanish, secondary mathematics, French, and marketing education.

The College of Education Council met on March 12. No accreditation-related matters were acted on.

The College of Education Council met on March 26. A new major and minor for "integrated science" at the elementary level were approved, replacing the "science group" major and minor at the elementary level. State Periodic Review materials were approved for special education areas. Social science folios were tabled and the ESL folio was approved pending editorial additions. The Council approved a proposed new master's program in health education, and a graduate certificate program for school counselor licensure. Changes in six graduate courses in Teacher Education were approved.

April 2003. The College of Education Council met on April 9. Upon recommendation of the Basic Programs Committee, the Council endorsed changes in prerequisites for two courses in Teacher Education, endorsed three new courses in earth science, endorsed changes in the computer science teaching major/minor, and approved two new graduate courses in the program for teaching English to speakers of other languages. Upon recommendation of the Advanced Programs Committee, the Council endorsed various changes (prerequisites, description, title, etc.) in three counseling courses, endorsed a proposed new counseling course, endorsed changes in the school counseling program, and endorsed changes in the specialist-level program in educational leadership. The proposed EDLD 601 Grant-writing and Fundraising for College and School Personnel was tabled.

Various reports were received, including my report on follow ups from previous meetings and our status with respect to preparation for the forthcoming State and NCATE reviews. I also reported that the tabled approval of state folios in history, geography, economics, political science, psychology, and social studies had become moot, as the deadline for submission of these materials, as they stood, was April 1.

The College of Education Council met on April 26. Upon recommendation of the Basic Programs Committee, the Council approved changes in the political science teaching major. The Council also approved 20 new or revised courses in HPERD. The Council defeated (unanimously) a motion to approve four proposed new courses from the College of Technology.

May 2003. Notice was received from the Michigan Department of Education of approval of EMU's request to offer the new educational technology (NP) endorsement, effective immediately. This was a graduate-level endorsement, available only to previously certified teachers in any field, intended primarily to assist teachers to become highly proficient in the use of technology in their teaching.

The College of Education Council met on May 14. The proposed EDLD 601 Grant Writing and Fundraising for College and School Professionals remained tabled and the proposed EDPS 660 Grant Writing was tabled in order to permit the two departments to propose a single, cross listed course. Various reports were received, including one from me related to the governance of professional education preparation programs at EMU.

With the reporting of the April 2003 administration of the Michigan Tests for Teacher Certification, the cumulative pass rate for the most recent 16 administrations (four years) showed the EMU pass rate on each of the portions of the Basic Skills Test (reading, writing, mathematics) equal to the state-wide pass rate on the same portion of the Basic Skills Test. Fields in which the EMU rolling 16-administration cumulative pass rate considerably exceeded (10 or more percentage points) the state-wide 16-administration cumulative pass rate in the same field included computer science, Spanish, economics, secondary mathematics, French, and marketing education. The EMU 16-administration cumulative pass rate equaled or exceeded the state-wide 16-administration pass rate in 37 teaching fields.

June 2003. The College of Education Council met on June 11. John Preston and Skip Lawver, of the College of Technology, presented concerning curriculum proposals. Based upon recommendations from the Basic Programs Committee, the Council approved the proposed ESSC 307 Essentials of Oceanography for Elementary Teachers and the proposed ESSC 315 Water and the Environment for Elementary Teachers. The Council approved a proposed amendment to the secondary mathematics program by making MATH 211 Introduction to Mathematical Proof a required course. The Council also approved submitting an experimental program to the Michigan Department of Education such as to permit post-baccalaureate students whose teaching major was mathematics to be recommended with no minor.

The Council approved proposed new EDPS 660/EDLD 660 Grant writing (2). The Council rescinded its earlier action concerning certain courses proposed by the College of Technology related to energy education and to terrorism and endorsed the proposed courses. Further discussion of a proposed modification in the governance of educator preparation programs was postponed.

July 2003. The College of Education Council met on July 30. The College of Education Council approved, pending editorial changes proposed by the Basic Programs Committee, various folios for submission to the Michigan Department of Education. In addition, upon recommendation of the Basic Programs Committee, the College of Education Council approved

changes in the earth science program. The College of Education Council approved a change in the prerequisites for a reading course.

August 2003. Including the results of the July 2003 administration of the Michigan Tests for Teacher Certification, the “rolling 16-quarter” cumulative pass rates for EMU showed 40 of 47 teaching field instances where the EMU pass rate was at or above the calculated state-wide pass rate in the same field. On the Basic Skills tests, the pass rates for EMU students were equal to the state-wide pass rate in both mathematics and writing and one percentage point below the state-wide pass rate in reading. All Basic Skills pass rates were at very high levels.

Overall, the EMU pass rate was about three percentage points above our calculations of the state-wide pass rate (which included small amounts of missing data). Teaching fields in which the cumulative EMU pass rate was both at/below 75% but at/above the state-wide cumulative pass rate for the same field included: political science, earth science, chemistry, biology, history, sociology, physics, and geography. Teaching fields in which the cumulative EMU pass rate was both below 75% and below the state-wide cumulative pass rate for the same field included psychology, German, and visually impaired.

NCATE required an 80% overall cumulative pass rate for consideration for re-accreditation. We were currently at 84.6% At the time, five of the seven teaching fields with pass rates at/above 95% had relatively small “*n*’s” (7 to 56), while six of the 11 teaching fields with pass rates at/below 75% had relatively large “*n*’s” (118 to 498). This statistical phenomenon contributed to “pulling down” the overall EMU cumulative pass rate.

Approval was received from the Association for Childhood Education International (ACEI) for EMU’s programming to prepare elementary teachers at the initial level. In addition to the ACEI approval for elementary, SPA approval had been received from ITEA/CTTE (technology and design education); ISTE (computer science, advanced program in educational technology/media); CEC [initial and advanced programs in emotionally impaired, hearing impaired, cognitively impaired, physically or otherwise health impaired, speech-language pathology (which was also accredited by ASHA); advanced programs in administration/supervision of special education programs, curriculum development in special education]; and AAHPERD/NASPE (advanced program in physical education).

Programs in music education and school counselor education were accredited by separate agencies [National Association of Schools of Music (NASM) and Council for the Accreditation of Counseling Related Programs (CACREP), respectively], but recognized by NCATE. Our accreditation in music education was valid until 2008 and our accreditation in school counseling was valid until 2005.

Because of “special arrangements” between the relevant SPA and the Michigan Department of Education, our continued national approval in several teaching fields would come with state approval in the same field. These fields included English (NCTE), mathematics (NCTM), and middle level education (NMSA).

Responses to our rejoinders for the advanced early childhood education (NAEYC) program, the advanced program in reading (IRA), and the programs in educational leadership (ELCC) had not been received. We did not, at the time, hold approval for national recognition by the relevant SPA in biology, chemistry, earth science, physics (NSTA); or in economics, geography, history, political science, psychology, and social studies (NCSS). SPA approval as part of the NCATE structure covered many, but not all, of the teaching and other professional education fields.

September 2003. EMU's master's degree program in educational leadership received national recognition status from the Educational Leadership Constituent Council as part of the NCATE review process.

The College of Education Council met on September 10. The bulk of the meeting was devoted to a discussion of a proposal from Provost Paul Schollaert that HPERD be moved in its entirety to the College of Health and Human Services. Provost Schollaert had requested formal input from various bodies, including the College of Education Council, by September 12. After extensive discussion, the Council voted (12-0-1) to "vehemently oppose" the Provost's proposal.

I provided this update and statement to the EMU community:

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"The NCATE accreditation and state approval processes have become "spread out" processes over the life of the approval period, rather than an "event." Although they remain separate processes in many respects (although less so all the time), they are closely coordinated in many other ways. For example, the state "unit" approval period and the NCATE approval period are the same. State program review serves for SPA (NCATE-affiliated specialized professional associations) review in several cases, expected soon to expand to other fields.

"Some program-area reports to the state were submitted and approved several years ago. These are in mid-cycle of approval and no further action is needed at this time. Materials were sent to SPA's last September 15 and "national recognition" approval has been received to date for initial teacher preparation programs in elementary education, computer science, all the special education fields, and technology education; and for advanced educator preparation in (master's program) educational leadership, educational media/technology, and physical education. (SPA's don't cover all the professional fields we offer.)

"With the exceptions of (a) programs exempted while new state standards are being prepared and approved, (b) programs previously approved, (c) new programs under review through a separate process, and (d) programs given special permission for a later filing date, state program review material was submitted on February 1. No reports have yet been received from these submissions. Materials from programs given until September 2003 to report to the state

have been submitted in recent days. The NCATE institutional report [IR] is due today and the required and optional exhibits to back up the IR are due approximately October 1.

“In 1997, at the time of EMU’s last review by NCATE, we were the first institution in the country to attempt a “paperless” review. We are now in the forefront of the “second wave” of institutions submitting materials solely electronically to both NCATE and to the state. The EMU professional education accreditation web site (NCATE and state) may be viewed at <http://www.emich.edu/coe/NCATE2003/index.html>.

“A team from the NCATE Board of Examiners, including representation from the Michigan Department of Education, will be on campus Saturday, November 15 through noon, Wednesday, November 19. The chair of the team is Tes Mehring, Dean, Teacher’s College, Emporia State University, Kansas. Other team members will be announced as soon as it can be verified that they are comfortable operating in a “paperless” environment.

“An NCATE accreditation decision will be announced next spring; if it is positive, it will be retroactive to January 1, 2004, when our current accreditation expires. State program approvals will be announced on a case-by-case basis over the next several months. Additional SPA approvals are expected over the next several months as well.

“NCATE is a nonprofit, non-governmental organization, founded in 1954. More than 30 national associations make up the Council. Currently, 550 institutions are accredited and more than 100 others are candidates and precandidates for accreditation. The number of candidates for accreditation has almost tripled in the past five years.”

It was announced that Tes Mehring, chair of the Board of Examiners team for EMU, and Sue Wittick, representing the Michigan Department of Education, would make a joint official pre-visit to EMU on the evening of October 1 and the day of October 2. Mehring was Dean of Teachers College, Emporia State University. The focus of the pre-visit would be on logistics for the November 15-19 visit.

The College of Education Council met on September 24. No accreditation-related actions were taken.

October 2003. EMU’s program for the preparation of teachers of psychology was recommended for approval by the staff of the Michigan Department of Education. Psychology joined previously approved programs in school counseling (approval extending to 2005); elementary social studies (major and minor), physical education (major and minor), physical education minor for special education majors (2006); language arts (major and minor), English (minor), speech (major and minor), health education (minor), elementary mathematics (minor), mathematics (minor) (2007); music (vocal and instrumental majors, elementary music minor) (2008). Several programs were exempt from submission until new state standards were adopted: business education, marketing education, and vocational education. Several new/recently revised

programs were pending approval. Still others had met state requirements through approval by a national specialized professional association.

Over the strong objections of the College of Education Council—as well as my strong opposition--the Department of Health, Physical Education, Recreation and Dance would move organizationally to the College of Health and Human Services (CHHS), effective July 1, 2004, according to an October 6 announcement by Provost Paul Schollaert. In announcing the change, Schollaert said that the new academic organization “will meet the needs of large numbers of faculty, while creating a climate in which the collegiate structure of the University can be strengthened.”

The NCATE Board of Examiners team for the November 15-19 review of EMU was announced. The members would be:

Chair: Tes Mehring, Dean, The Teachers College, Emporia State University, Emporia, Kansas.

Karen B. McLean Donaldson, Systemwide Program Director, Cross-Cultural Studies, Graduate School of Education, Alliant International University, Alameda, California.

William L. Havice, Associate Dean for Academic Services, College of Health, Education, and Human Development, Clemson University, Clemson, South Carolina.

Jack K. Hasegawa, Bureau of Certification and Professional Development, Connecticut Department of Education, Hartford, Connecticut.

Marianne H. Lipomi, Painesville City Local Schools, Concord, Ohio.

John J. Schultz, Pennsylvania Federation of Teachers, New Castle, Pennsylvania.

Kenneth F. Jerich, Department of Curriculum and Instruction, Illinois State University, Normal, Illinois.

State Consultant: Sue Wittick, Higher Education Coordinator, Michigan Department of Education, Lansing, Michigan.

A major purpose of the team’s visit was to validate assertions made in the EMU Institutional Report and exhibits through interviews with administrators, faculty members, and students. In addition, there would be an inspection of facilities and visits to some classes. NCATE and state Periodic Review processes were closely interrelated, with each contributing information to the other’s review of the institution and its programs.

Faculty and staff members were reminded that NCATE Board of Examiners team members would make selected classroom visits on Monday, November 17 and Tuesday, November 18. Because of logistics involved, a visit to off-campus classes in Brighton had already been scheduled. However, other class visits would be “almost at random” and not determined until (at the earliest) the team gathered on Sunday, November 16. Some classroom visits might be made on the “spur of the moment.” In many instances, the visit to the classroom would be for less than the full class period. Board of Examiners team members would be well identified as such. No

special notice of the visitor(s) was expected, although it was suggested that students be notified ahead of time of the possibility of visitors to classes on that Monday and Tuesday (including evenings). Many small group meetings of faculty members, students, and constituents were currently being arranged.

The College of Education Council met on October 8. The Council declined to approve the proposed INDT 466 and 523 “Intervention Strategies for School Violence.” The proposed revisions to the “governance structure” were withdrawn from the agenda, as they would need to be substantially rewritten, given the new reporting structure for HPERD.

The College of Education Council met on October 22. Skip Lawver discussed two courses from the College of Technology having to do with violence in the schools that had been proposed. The College of Education Council took no further action on these courses. A proposal to approve revisions in the program for preparing teachers of Japanese Language and Culture was tabled, with a request that the relevant department provide a completed grid that demonstrates compliance with state Standards for the field. A proposal to approve a new program in Integrated Science (secondary) also was tabled, with a request that Physics and Astronomy provide all the materials necessary to submit this program to the state as a new program and to address the length of the program.

Upon recommendation of the Basic Programs Committee, the proposed new courses ASTR 311 Astronomy Projects for Elementary Teachers and PHY 312 Electricity Experiments for Elementary Teachers were approved. There was a discussion of several potential “problem programs.”

November 2003. Approval was received from the Michigan Department of Education for EMU’s application to offer “Integrated Science” (Elementary) as a major and minor for prospective elementary teachers. We were now authorized to admit students to that new major. All institutions in the state had to cease admitting students to any “general science” (elementary or secondary) program as of the end of the current semester. Students currently in any major or minor that led to the DX credential (e.g., secondary general science, elementary science group) had until June 2007 to complete the program and to be recommended for certification in that field.

It was announced that there would be an open meeting on Tuesday, November 18, 1:30 to 2:15 p.m., involving members of the NCATE Board of Examiners team and any EMU faculty member who cared to participate. This was to provide an opportunity for any EMU faculty member to ask questions of or make statements to members of the Board of Examiners (BOE). In turn, BOE examiners could ask questions about the professional educator preparation programs of the faculty members who are in attendance.

In addition, there were to be group interviews of College of Education Council members, advisors for advanced programs, methods instructors, supervisors of advanced program field placements, several faculty members teaching at off-campus locations or on line, student teaching supervisors, faculty involved with the Teacher Quality project, members of the Basic

Programs Committee, and members of the Advanced Programs Committee. These interviews were to occur during Monday, November 17 and Tuesday, November 18.

The College of Education Council met on November 12. Bonnie Wylo (Physics and Astronomy) presented on the proposed program in Integrated Science-secondary (DI) which had been tabled at the previous meeting. There was extensive discussion. The Council voted to recommend the proposed program as presented. (Note: later, I sent this forward, for information, to central administration without my approval, the first and only time I ever took such action.) Jim Berry presented a summary of assessment findings to date. Based on the data presented, no motions for action were presented. The Council completed its review of the NCATE Institutional Report and Exhibits. The proposed amendments to the program in Japanese Language and Culture were taken from the table and approved.

As scheduled, members of the NCATE Board of Examiners (BOE) team arrived in town over the previous weekend and spent Saturday, November 15 and Sunday, November 16 in intensive review of our prepared materials. On Monday, November 17, team members visited local-area schools where alumni worked and where student teachers were placed. They conducted individual and group interviews with various EMU personnel. In addition, they visited classes, both during the day and in the early evening, in some instances asking to have five minutes or so with the students.

On Tuesday, November 18, similar activities occurred, but the activities included late-afternoon interviews with recent program completers, local-area school administrators, cooperating teachers, current student teachers, and the like. A visit was made to EMU-Livonia, there was a telephone interview with Urban Teacher Program students in Detroit, and there was a virtual chat with students taking courses on line. Classroom visits continued. On Tuesday afternoon, there was an open meeting with EMU faculty members.

On Wednesday, November 18, the team's activities on site concluded with an exit interview. The oral report from the team chair at the exit interview included a citing of these strong points found by the team:

“1. The P-12 educational community values EMU and considers our ‘products’ of high quality.

“2. Our initial and advanced program candidates are ‘wonderful.’ They value the quality education they have received at EMU and appreciate the supportive nature of our faculty.

“3. EMU has many and worthy collaborative projects/activities with the P-12 schools in our area.

“4. Leadership and support, especially from the College of Arts and Sciences and from the College of Technology, are strong.

“5. The Porter Building and its features--intensive technology, services for candidates and the public, handicapped accessibility--are a particular strength.

“6. EMU has had many successes in attracting a diverse audience to its professional educator preparation programs.”

The recommendation of the BOE team was that:

- “1. All initial and advanced program Standards are met.
2. All weaknesses identified in the 1997 BOE team visit have been corrected.”

Six “areas for improvement” were identified by the BOE team. Four of these had to do with the “assessment system” and data collection and use. Two had to do with “diversity.”

I made this statement to the EMU community: “I anticipate that we will file a rejoinder concerning the ‘diversity’ issues. However, that can’t be determined until we see the line of reasoning that is put forth in the team report. I believe we can make a strong rejoinder. An institution can always do better on ‘diversity.’ But I believe we are doing better than the team gave us credit for.”

I also reminded the EMU community that “It isn’t official yet—the NCATE BOE team hasn’t even furnished its written report. It isn’t over yet—and it won’t be until NCATE’s Unit Accreditation Board (which often changes team recommendations) makes a decision next March.”

December 2003. The College of Education Council met on December 10. Based on the recommendation of the Basic Programs Committee, the Council approved a change in the description of a biology course and approved deleting from the program for hearing impaired two special education courses. I made a report that included my analysis of “programs with problems,” my reasons for negative action concerning the proposed program for secondary integrated science, and certain University financial matters.

The Council adopted the following policy:

Effective immediately, all proposals for new programs for teachers and other educational personnel and all proposals for revisions of existing programs for teachers and other educational personnel, in order to be considered by the College of Education Council, must be accompanied by

(a) an analysis (usually the State or SPA Standards grid, or relevant portion thereof) of how the new or revised program meets the applicable state or national standards; and

(b-1) (for new programs) a statement of the minimum total number of hours necessary to complete the entire degree program, or

(b-2) (for program revisions) item (b-1) for the present program and a statement of the effect of the proposed revisions on the total length of the program.

(For (b-1), it is recommended that a list be provided of all courses required for degree requirements, grouped by general education, by major, by minor, by professional education sequence, with notations of those courses that are being used to satisfy multiple requirements [“double dipping”].)

I announced my retirement as dean of the COE, as of the end of August 2004, although I would be on leave for much of July and August 2004, after which I would become a faculty member in the Department of Leadership and Counseling.

January 2004. The Michigan Department of Education approved EMU’s request to offer a new major and minor in reading, applicable toward certification as an elementary teacher. The major and minor were approved through the EMU input system some months previously. The certification code was “BT.”

Notice was received from NCATE of the approval for national recognition by the International Reading Association of EMU’s master’s program in Reading. The Michigan Department of Education approved EMU’s graduate programs in director of special education and supervisor of special education.

The College of Education Council met on January 14. Upon recommendation of the Basic Programs Committee, the Council approved substantial revisions in the health education minor, including revision of several courses and approval of several new courses. This was in response to the critique from the Michigan Department of Education in connection with program review.

Notice was received from NCATE of the approval for national recognition by the Educational Leadership Constituent Council (ELCC) of EMU’s masters and specialist degree programs in educational leadership. (ELCC did not review doctoral programs in educational leadership.)

The College of Education Council met on January 28. Upon recommendation of the Basic Programs Committee, the Council approved a change of pre-requisites for a course in mathematics and approved the proposed new course ECON 303 Consumer Economics. The Council approved a proposal to change the name of CHEM 101 from “Science for Elementary Teachers” to “Chemistry for Elementary Teachers.”

February 2004. The College of Education Council met on February 11. Upon recommendation of the Advanced Programs Committee, the Council approved COUN 671 Advanced Multicultural Counseling and a new graduate certificate in Helping Interventions in a Multicultural Society. The great bulk of the meeting was spent in discussion of a proposal to award a bachelor’s degree to post-baccalaureate teacher certification students. No action was taken.

The Michigan Department of Education extended the approval of the Language Arts major and minor from 2007 to 2009. Approval was also received for the Reading Teacher (BT) program until 2010. EMU’s major/minor in Geography was approved as well.

March 2004. The College of Education was notified by the Michigan Department of Education of approval of our program to prepare secondary teachers of geography (CB) at the major and minor level. The approval extended until 2011.

The College of Education Council met on March 24. A variety of reports were received, including that the proposed new Integrated Science (secondary) program had been submitted to the Michigan Department of Education and that the Visual Arts Education program had not been approved by the MDE. There was a discussion of the proposed changes in the general education requirements. Departments would be asked to identify particular concerns that would be appropriate to submit with a College of Education Council cover letter. There was discussion of the proposal to revise the governance system for professional education. Arrangements were in process to have a two-way video conversation with representatives from Western Michigan University and Central Michigan University, both of which had revised the governance structure for professional education in relatively recent times. The Council asked for the preparation of a graphical representation of both the current and the proposed structure.

April 2004. EMU was notified of NCATE's Unit Accreditation Board's determination that "accreditation has been continued for the professional education unit at Eastern Michigan University." The formal letter, action report, and additional detail would follow in a letter that would be mailed "within three weeks."

This action acknowledged the intensive work of faculty members, administrators, and staff members in three of EMU's colleges—Education, Arts and Sciences, and Technology—over the previous several years. EMU had been continuously accredited, in full standing, by NCATE since the organization was founded about 50 years previously. Recent reviews had been held in 1992 and 1997.

As part of the NCATE review process, EMU held national recognition as well from the Association for Childhood Education International (elementary education); International Technology Education Association (technology education); International Society for Technology in Education (computer science, educational technology); Council for Exceptional Children (all special education programs); National Council of Teachers of English (English); National Council of Teachers of Mathematics (mathematics); National Association for the Education of Young Children (early childhood), American Alliance for Health, Physical Education, Recreation and Dance (physical education); International Reading Association (reading specialist); Council for Accreditation of Counseling Related Educational Programs (school counseling); National Association of Schools of Music (music); and the Educational Leadership Coordinating Council (educational leadership). Approval by the National Middle School Association appeared to be substantively complete.

At the state level, the following programs had been approved until the indicated date: until 2011, geography; until 2010, reading; until 2009, language arts, English; until 2008, integrated science (elementary), instrumental and vocal music, physical education minor for special education majors; until 2007, mathematics, speech; and until 2006, social studies (elementary),

physical education; plus indefinite approval for psychology. The following teaching fields were exempt from review until new standards had been approved: bilingual-bicultural Spanish, Spanish, French, German, Japanese, marketing education, business education, and vocational education.

The Michigan Department of Education approved EMU's program for the preparation of teachers of biology. Among the positive reviewer comments were that "the extent of information for biology faculty about state standards and the needs of pre-service teachers is impressive" and "the extent to which the program addresses gender and multicultural issues is impressive."

Near the end of April 2004, official notification was received from the National Council for the Accreditation of Teacher Education (NCATE) that read, in part, "*I am pleased to inform you of the Unit Accreditation Board's decision to continue the accreditation of the College of Education at Eastern Michigan University at the initial teacher preparation and advanced preparation levels*" and "*This accreditation will be valid until our next scheduled visit in the fall of 2010.*" Two "areas for improvement," both associated with the collection, analysis, and use of data concerning our students, were included. The BOE team's identification of numerous strengths was included by reference. EMU had now been continuously accredited by NCATE and its predecessors for more than 50 years.

The Michigan Department of Education approved EMU's program at the major (but not at the minor) level for the preparation of teachers of chemistry. The readers noted that "the review was carefully and thoughtfully prepared."

May 2004. The College of Education Council met on May 12. The first hour was devoted to participating in a two-way video conference with three persons from Central Michigan University, in a conversation about the governance-of-professional-education system that had been in place at CMU for approximately the previous two years. Upon recommendation of the Basic Programs Committee, a revision in the description for an early childhood education course was endorsed. Upon recommendation of the Advanced Programs Committee, a graduate certificate in educational assessment was endorsed, including four new graduate courses and a revision of another course. A package of course changes in Leadership and Counseling was endorsed, including various number, title, and description changes. New course EDLD 714 Data-Driven Decision Management for Educational Leaders was endorsed, as was a small revision in the Ed.D. program.

The Council adopted an amendment to the current COE governing document to be presented to the faculty for a vote. The proposed amendment would create and structure a standing committee on "diversity." The next Council meeting was scheduled to include a two-way video conversation with personnel from Western Michigan University about governance.

The Michigan Department of Education re-approved EMU's program for preparing teachers in earth-space science. Reviewers described this as a "solid, well-balanced program."

The College of Education Council met on May 19. The first hour was spent in a two-way video conversation with representatives of Western Michigan University concerning the governance of professional education programs. No action was taken concerning proposed changes in the EMU structure.

June 2004. In mid-June 2004, I provided this summary of accreditation/approval status for the professional education programs of EMU:

“The professional education programs at Eastern Michigan University are in the status given below, as of this writing.

“National recognitions. [Eastern Michigan University] is accredited by the National Council for the Accreditation of Teacher Education (NCATE) through fall 2010. There are two areas of improvement that must be resolved in the near future. Both have to do with the collection, analysis of, and use of data to guide program improvement.

“The following initial teacher preparation programs hold national recognition by the relevant specialized professional organization:

“Elementary education, by the Association for Childhood Education International; computer science, by the International Society for Technology Education; music education, by the National Association of Schools of Music; English, by the National Council of Teachers of English, via the Michigan Department of Education; mathematics, by the National Council of Teachers of Mathematics, via the Michigan Department of Education; technology and design education, by the International Technology Education Association/Council on Technology Teacher Education; special education programs in emotional impairment, hearing impairment, cognitive impairment, physical and other health impairment, and visual impairment, by the Council for Exceptional Children.

“EMU is eligible to apply for, but does not currently hold, national recognition by the National Council for the Social Studies [or by] the National Science Teachers Association.

“The following advanced professional educator preparation programs hold national recognition by the relevant specialized professional organization:

“Early childhood education, by the National Association for the Education of Young Children; educational media and technology, by the International Society for Technology in Education; middle level education, by the National Middle School Association, via the Michigan Department of Education; physical education, by the American Alliance for Health, Physical Education, Recreation and Dance/National Association for Sport and Physical Education; reading specialist, by the International Reading Association; music education, by the National Association of Schools of Music; speech-language impairment, by the American Speech-Language-Hearing Association and the Council for Exceptional Children; school counseling, by the

Council for Accreditation of Counseling Related Educational Programs; [and] educational leadership, by the Educational Leadership Constituent Council.

“State approvals. Eastern Michigan University is approved by the Michigan Department of Education to offer the programs listed below. Expiration dates range from 2005 to 2011, depending on program.

“Early childhood education, science group (integrated science-elementary), language arts (elementary), mathematics (elementary), social studies (elementary), elementary music, English, reading, biology, chemistry (major only), speech, computer science, earth science, geography, mathematics (secondary), psychology, social studies (secondary), physical education, physical education for special education, elementary music, instrumental music, vocal music, technology and design education, emotionally impaired, hearing impaired, cognitively impaired, POHI, visually impaired, speech-language pathology, [and] school counselor.

“The following programs are exempt from review by the Michigan Department of Education until new standards are developed: bilingual-bicultural Spanish/English, business education, French, German, Spanish, marketing education, vocational business education, vocational education, vocational marketing education, Japanese language & culture, [and] English as a second language.

“The following programs have the status of “approval pending”: health education, economics, history, physics, political science, chemistry (minor), [and] sociology.

“The following program has the status of “not approvable as presented”: art

“The following programs were submitted on February 15, 2003, but no response has been received: arts group (fine arts), [and] middle level education.”

In the years 1991-2004, in order to prepare myself in the best possible way to lead EMU’s accreditation activities, I went through Board of Examiners training several times and always attended NCATE update sessions at AACTE and other national meetings.

In addition, during my career, I chaired NCATE BOE teams at these universities: Valdosta State College (now University), Valdosta, Georgia (replaced chairman of team for appeal); University of Akron, Ohio; Eastern Illinois University, Charleston; Louisiana State University, Baton Rouge; Chicago State University; Harding University, Searcy, Arkansas; Jersey City State College, New Jersey; Bloomsburg University, Pennsylvania; East Central State University, Oklahoma; Eastern Montana University; Northeastern State University, Oklahoma; and University of Southern Mississippi.

I was the assistant chair of the BOE team at these universities: Tri-College University, Fargo, North Dakota; University of Arkansas at Monticello; and Old Dominion University, Virginia. In addition, I was a member of the BOE team at these universities: University of Miami,

Coral Gables, Florida; Eastern Washington University; California State University, Los Angeles; and Indiana University, Northwest. Serving on 18 BOE teams may not be the record, but it's probably close to it! I learned much from each and tried to bring that experience back to my previous institutions and, especially, to EMU.

I then functionally retired from any EMU leadership role related to accreditation and program approval, very proud of what we had accomplished in connection with the 1992, 1997, and 2003 reviews, but with some "loose ends" (see above) for my successor(s) to take care of, such as to get and keep EMU in "perfect" order in this respect.