

APPENDIX G

COLLEGE OF EDUCATION ANNUAL REPORT, 1999-2000

[Note: This material has been edited, especially in terms of format, from the original printed version, which also included a number of graphics not included here.]

MESSAGE FROM THE DEAN

The 1999-2000 year has been, in many ways, the most exciting year for the College of Education in its 40-year history—perhaps even in the 150-year history of professional education at Eastern Michigan University. Often associated with our occupancy of the John W. Porter Building, a state-of-the-art, high-tech facility for professional education and our related fields, an enormous number of accomplishments occurred.

At the August 1999 College of Education Fall Conference, I presented an “Agenda for the Year”—a series of goals toward which I challenged the entire faculty and staff of the College of Education to work. We have accomplished far more than I ever thought possible, thanks in large part to a highly competent and dedicated faculty and staff.

The 1999-2000 Agenda for the Year included goals that fell in several overlapping clusters:

- Opening the Porter Building and putting its many fine features into operation to support our programming; conducting other celebrations and events associated with the Sesquicentennial Celebrations of EMU and the 40th anniversary of the College of Education.
- Expanding our contribution to EMU’s mission of high-quality teaching/learning, scholarly and creative activity, and service to our constituencies.
- Obtaining the financial and personnel resources that we need to accomplish our agenda.
- Promoting and celebrating enhancements, excellence, and accomplishments among our “family”—students, faculty members, staff members, alumni, and formal organizational structures.
- Addressing several issues of importance—advising, world class web sites, and influence on policy and practice at all levels.

This Annual Report, covering the period July 1, 1999 through June 30, 2000, is intended to share our successes with our friends and supporters and with those who contributed to making it all happen in such a magnificent way.

Jerry Robbins
Dean, Eastern Michigan University College of Education
*Celebrating 150 years as an institution and 40 years as a college
dedicated to professional education.*

EXECUTIVE SUMMARY

The 1999-2000 year was an extraordinary one in the life of the College of Education (COE). Highlights of the year include:

- Completion of and move into the John W. Porter Building, a high-tech, state-of-the-art facility with many specialized spaces and equipment to enhance programming.
- Conducting a number of ceremonies and events related to the opening of the Porter Building, the 40th anniversary of the COE, and the Sesquicentennial of EMU, in addition to an increased number of other special events for our constituencies. Special events included the Best Practices Conference, a series of events related to a professional development theme for the year, and the Saving Our Community's Kids (SOCK) conference.
- Improving the quality and quantity of our programming through program revisions and an increasing number of scholarly/creative activities and services to our constituencies. EMU remains the nation's largest producer of professional educators. Student performance continues to improve according to external measures, with exceptional records in such fields as health education, hearing impaired, early childhood education, speech-language impaired, learning disabled, athletic training, and therapeutic recreation.
- Expanding total financial resources to support programming to \$14.5 million, including almost \$1 million in sponsored projects and more than \$350,000 in gifts; expanding credit hour production by 4.96% over the previous year to 80,258; and increasing total FTEF (full-time equivalent faculty) to 164.9.
- Increasing admissions to the initial teacher preparation program by 11% to near record-high numbers (1,112); reporting 1,969 program completers in school-related curricula during the previous year; and having a large number of student accomplishments, recognitions, publications, or presentations. (Example: Undergraduate recreation student Jason Camis was invited to present in Ecuador at an international conference on service-learning.)
- Implementing the John W. Porter Chair in Urban Education, with James Comer, M.D., as the first holder; having Kathleen Beauvais and Michael Paciorek named to receive two of the four EMU Distinguished Faculty Awards; and having numerous other faculty members receive high recognitions.
- Celebrating a number of major recognitions received by alumni. Examples: Ann Elizabeth Hart and Keith Cook each received the 1999 Milken Family Foundation National Educator Award, which carries with it a \$25,000 prize; Michelle Baker-Herring received the Sallie Mae First Year Teacher Award for Michigan.
- Completing internal reorganization of support units and reassigning staff such as to absorb staff cuts and implement fully the Bonisteel Computer Laboratory, the Clinical Suites, the Educational Resource Center, and other features of the Porter Building.

- Making major improvements in advising services for students and expanding web-based information for prospective students, current students, faculty/staff, and other constituencies. Olga Nelson, who received a National Academic Advising Association/ACT Outstanding Advisor award, was named to head the COE's new advising center.

- Influencing policy and practice in education and our affiliated areas in a number of ways, through organizational units such as the COE Office of Collaborative Education, through externally-funded projects such as the Comer Schools and Family Initiative, and through numerous individual leadership roles at international, national, state, and local levels. *Educational Studies* is edited at EMU by Rebecca Martusewicz and Maureen McCormack, several other faculty members hold editorial positions, and many other faculty members hold organizational offices. Research and writing by such COE scholars as C. M. Achilles (small class size) and Valerie Polakow (social policy related to poverty, etc.) has clearly influenced policy in both this and other countries.

This year was marked not only by our accomplishments but also by our goals.

-Jerry Robbins, Dean

JOHN W. PORTER BUILDING

The dramatic event of 1999-2000 in the life of the College of Education—perhaps the single greatest event ever—was moving into the Porter Building.

At the beginning of July 1999, the Dean's offices, the COE Office of Academic Services, and part of Teacher Education were in Boone Hall. The remainder of Teacher Education was in the Pray-Harrold Building. Special Education was in the Rackham Building and HPERD was in the Warner Building. Leadership and Counseling occupied several floors of Pittman Residence Hall.

During the month of July 1999, Leadership and Counseling, the Dean's offices, the Boone Hall portion of Teacher Education, COE Academic Services, and HPERD moved into the Porter Building—even as it was still in final stages of construction! Summer classes in Boone moved to Pray-Harrold. Other units moved during the remainder of the summer, often to spaces initially without phones or computer connections or permanent furnishings. At that point, for the first time in decades, all offices and most instructional areas of the College of Education were housed under one roof.

By the end of August, the construction was completed; most of the new furniture had been delivered, assembled, and put in the proper place; phones and computers were connected; and essential materials were unpacked. During the year, many finishing touches were completed and additional furniture, equipment, and technology were acquired and installed. Landscaping remained to be completed at the end of the fiscal year and there are interior features to be implemented in 2000-2001.

General Features of the Porter Building

This state-of-the-art facility was designed by TMP Associates, Inc. and constructed by the Christman Company. It was named by the Board of Regents in honor of John W. Porter, distinguished educator, a former state superintendent of schools for Michigan, and former EMU president. The opening of the building coincided with the 150th anniversary of the founding of EMU and with the 40th anniversary of the College of Education as an organizational unit.

Located in the academic center of the EMU campus, the shell of the Porter Building was once that of the University Library. The building contains 133,500 square feet, is fully air conditioned, carpeted, and highly accessible to persons with disabilities. The building contains 37 networked instructional spaces—classrooms of various sizes and furnishings, a variety of laboratories, and specialized instructional spaces.

There are 174 offices, with additional work stations in open areas. Each department has its own suite with workrooms, conference room, and other amenities. Other office suites house the support functions of the College, such as the COE Office of Academic Services and the Office of Collaborative Education. An attractive student lounge provides students a place to study and interact between classes. The Porter Building is a “high tech” environment. All points in the building are within a few feet from a data drop, providing connectivity through the Internet to

the rest of the world. The infrastructure of the building—miles of category 7 cable, extensive electrical and telephone wiring, communications closets with “high end” connectivity, 1,600 data drops, considerable video capacity, and other technologies—ensures “state of the art” teaching and learning for years to come.

All equipped with “the latest” in hardware and software, the lecture halls, the Bonisteel Computer Laboratory, the “smart” computer classrooms, the Center for Adaptive Technology in Education (CATE) lab, the Specialized Technology lab, the Education Resource Center, the clinical suite, and many other spaces open new avenues to teaching and learning.

Floor Plans. Each floor of the three-story Porter Building has a special emphasis, as the total environment addresses the role and goals of the College of Education. The first floor is client oriented. It houses the COE Clinical Suite (speech and hearing, counseling, and reading services), the CATE Laboratory, and the Office of Collaborative Education. In addition, the Department of Special Education, the Specialized Technology Laboratory, the Educational Resource Center, and other support functions are located on this floor.

The second floor is student oriented. A variety of classrooms of various sizes are along the perimeter of the building, along with a spacious student lounge area. The center of the building on this floor contains two lecture halls, the Bonisteel Computer Laboratory, computer classrooms, two “smart” classrooms, a distance learning laboratory, and offices for student organizations. For student convenience, the COE Office of Academic Services is also located on this floor.

The third floor is faculty oriented. Located here are the offices of the departments of Leadership and Counseling; Teacher Education; and Health, Physical Education, Recreation and Dance. This floor also includes the Dean’s Office, a faculty/staff lounge, and the Mott-Manley Conference Room. In addition, two large classrooms (divisible into smaller spaces by operable walls) and several seminar rooms and small classrooms are located on this floor.

The Porter Building includes a number of features that have permitted us to offer or to expand greatly the teaching and learning opportunities for faculty members and students affiliated with the College of Education.

Some Special Features of the Porter Building

Lecture Halls. There are two lecture halls on the second floor. One of them holds 125 persons in theater style with tablet-arm seats. The other holds 75 persons in a table-and-chair arrangement. The latter room has data drops and electrical outlets for student laptop access to the Internet. Both are equipped with a lectern with controls and projection and sound system that permits the use of digital video disk, compact disk (audio recording), videotape, document camera, computer-generated documents, and Internet access as part of presentations.

General Purpose Classrooms. Each of the 37 general purpose classrooms in the Porter Building, of whatever size, is equipped with a whiteboard, a permanently mounted large screen for projected images, four data drops for Internet connectivity, telephone outlet, and an overhead

projector. Most of the classrooms are located on exterior walls, but there are window coverings to control lighting while images are being projected.

Bonisteel Computer Laboratory. The Bonisteel Computer Laboratory has 53 computers (two platforms), six printers, four scanners, and a variety of related equipment, including digital still and video cameras. All stations have Internet access as well as access to a wide variety of commonly-used software and approximately 130 titles of software with unique applications to Education. The Bonisteel Computer Laboratory is generally open 57 hours per week during the academic year and 40 hours per week during the spring and summer terms. Usage varies by time of day, day of week, and point in the term. During March 1999, a typical month, there were approximately 4,000 users.

Technology Classrooms. Associated with the Bonisteel Computer Laboratory are four technology classrooms. During the past academic year, 1,635 students met class in these rooms. One technology classroom is not yet operational and it is slated to become a distance learning classroom during fall 2000.

Educational Resource Center. The Educational Resource Center (ERC) is a combined project between the College of Education and EMU's Learning Resources and Technologies. The ERC did not become operational until late in the academic year due to delivery of essential equipment. The facilities consist of four rooms—a large room that serves as a resource center, a secure room for tests and testing apparatus; a student workroom for the production of “low tech” materials, and a studio for the student production of audio and video materials. The ERC is fully integrated with the Halle Library acquisitions, cataloging, and check-out systems. It contains current K-12 textbooks, instructional aids, and units of study from a variety of educational agencies. There are a number of multimedia, computer-based workstations, with Internet connections.

Clinical Suite. In addition to conference rooms, offices and work spaces for faculty, staff and students, the Suite contains a spacious reception/waiting area and office space, a clinical classroom, four group therapy rooms, a play-therapy room partially equipped through a grant from the Matilda R. Wilson Foundation, and twenty individual therapy rooms. The Suite offers a range of services for children and adults, including the Counseling Clinic for individual, group, couples, and family counseling; the Reading Clinic with diagnostics and tutoring for children and adults struggling with literacy; and the Speech and Hearing Clinic for hearing assessment, hearing aid fitting and analysis, speech and language diagnostics and speech and language therapy.

Center for Adaptive Technology and Education (CATE) Laboratory. The CATE Lab is a university-wide service, operated by the Department of Special Education, designed for use by disabled students, staff and faculty. Adaptive equipment and supplies located in CATE include Braille embossers, Braille paper, voice-recognition systems, “talking” Internet browsers, large print software, spelling and grammar checking devices for dyslexia, adaptive laptop computers, closed circuit televisions, adaptive input devices and specialized tutorial programs. To accommodate users of different sizes and disabilities, all the furniture is adjustable. Six individual suites located inside CATE provide a quiet, distraction free area for students taking exams.

Specialized Technology Laboratory (STL). The Specialized Technology Laboratory (STL) is operated by the Department of Special Education to provide an adaptive/assistive technology training environment for undergraduate and graduate students majoring in special education. The STL serves as the instructional site for course work in adaptive/assistive technology, as well as a laboratory setting where students are able to practice and apply the use of adaptive/assistive technologies with students with disabilities. The STL is equipped with twenty-five Macintosh G3 computers, all of which are networked for email and Internet access. Students and department faculty have access to a wide array of peripheral devices which provide students with disabilities with greater access to computing technology.

Student Organization Offices. The College of Education provides three offices and bulletin board space for the exclusive use of student organizations affiliated with the College of Education. Multiple organizations share a given office and use the space for storage of records and materials and for small meetings.

OTHER COE FACILITIES

Even as we have implemented the spaces in the Porter Building, we have not neglected specialized spaces elsewhere. During the year, climate control for the Ruth Boughner Laboratory in the Warner Building was completed. This now permits year-round testing of physical performance of human subjects. A sprung floor was acquired and installed in the Dance Studio, also in the Warner Building. This provides a professional-quality dance surface that reduces lower-body injuries to dancers.

CEREMONIES AND SPECIAL EVENTS

Not only was the year highly significant in terms of moving into the Porter Building, but it was the EMU Sesquicentennial Year and the 40th anniversary of the founding of the College of Education as an organizational unit. This called for a great deal of celebration, part of which was centered on our first-ever professional development theme for faculty and students, "Looking Back, Moving Forward." Traditional events were continued, one-time celebrations were held, and new traditions were started. Some of the major ceremonies, events, and special activities of the year were:

July. Annual Writers' Camp, directed by Peggy Moore-Hart, for Ypsilanti-area elementary-age school children.

August. The annual COE Fall Conference for everyone affiliated with the COE was held at the Eagle Crest Conference Center. New faculty members were recognized and a number of accomplishments of the previous year were noted as well. Following a lunch at which former COE dean Scott Westerman spoke, department meetings were held in the afternoon.

September. The annual Department of Teacher Education retreat was held. In September and almost monthly thereafter for the academic year, "Coffee with the Dean" sessions were

held to provide an informal opportunity for faculty and staff members and students to meet and talk with the dean.

October. The “Celebration” of the opening of the Porter Building was held. On October 8, the superintendents of the school districts in Washtenaw County met in the building. This was followed by a lunch for donors to the John W. Porter Chair in Urban Education. The official opening of the Mott-Manley Conference Room was conducted, with a number of special guests present. A ceremonial “procession” into the building, scheduled for the early afternoon, was canceled because of rain. However, members of the EMU Bands performed in the second floor lobby of the Porter Building an original composition by former staff member Paul Goldstaub that was commissioned for this occasion.

This was followed by a Convocation held simultaneously in several rooms of the Porter Building that were connected by video. The Convocation featured a dance, choreographed by Julianne Pedersen and performed by students in the dance program, followed by recognition of university dignitaries, significant parties related to the construction of the Porter Building, recognition of out-of-town guests, and a tribute to Dr. John Porter. David Imig, President and CEO of the American Association of Colleges for Teacher Education, gave the address of the day.

Immediately following the Convocation, refreshments were served in the student lounge and the building was open for an “open house.” Numerous exhibits and demonstrations were on display. In the late afternoon, James Comer, the 1999-2000 holder of the John W. Porter Chair in Urban Education, gave his first lecture in that role to a large crowd. In the evening, EMU central administration hosted a “by invitation” reception in the building.

On October 9 (Homecoming), HPERD sponsored a Victory in Motion 5K Fun Run/Walk, the proceeds of which went to benefit the Linda Himmelgarn Scholarship fund. The “Golden Years” alumni group met in the building for brunch in the late morning, Teacher Education sponsored story telling later in the day, and Special Education sponsored an Open House/Reunion in the afternoon.

Other October events included: The EMU Emeritus Faculty met in the Porter Building. The Collaborative School Improvement Program (C-SIP) Fall School Improvement Team Conference was held. HPERD held the 32nd annual Honors Reception in McKinney Ballroom. Many dozen HPERD students were recognized for accomplishments. The Bonisteel Computer Lab was used for an ArcView workshop in conjunction with the regional conference of National Science Teachers Association. A COE Technology Training for Faculty session was held on “The Web as a Tool for Instruction.” COE faculty and students recommended reading for the professional development theme was *Deculturalization and the Struggle for Equality* by Joel Spring.

November. The professional development theme for the year was “Looking Back, Moving Forward.” For the opening event, Joel Spring, nationally renowned historian of education and multicultural teacher educator, conducted a student workshop in the afternoon and gave a public address in the evening. Kenneth T. Henson of Eastern Kentucky University provided his highly popular “Writing for Professional Publication” workshop for COE faculty and staff mem-

bers, graduate students, and guests from the EMU community. The second annual “Best Practices Conference” was held at Eagle Crest Conference Center. Several hundred K-12 and higher education educators, along with educational agency personnel, participated. Janet Kierstead of the California Department of Education was the keynote speaker.

December. The first of several “brown bag” lunch sessions, sponsored by Teacher Education, was held. Presenters included Judy Williston and Valerie Polakow. The Colloquium in Communication Disorders was held. Graduate students in that field presented their research in a public forum. The Bonisteel Computer Lab staff offered a faculty workshop on Quicktime Video in the Classroom.

January. The Dance Program presented the concert, “Bridges,” in Quirk Theatre, one of several critically acclaimed dance events during the year.

February. The COE Office of Collaborative Education conducted the annual EMU School Administrator’s Conference at Eagle Crest Conference Center. The session featured James Comer, Jonathan Gillette, and Edward Joyner on “School Reform: Models for a New Millennium.” The “Looking Back, Moving Forward” professional development activity featured a panel on “The History of Women in Education.” The African-American Educators of the Future Awards Banquet was held.

March. A series of “College of Education Information Nights” was held in Monroe, Jackson, Livonia, Flint, and Detroit. The Special Education Department held Retreat XIV on “Special Education: It’s About Students” with discussion focusing around issues of student recruitment and retention. The “Looking Back, Moving Forward” professional development activity featured a panel on “The History of the College of Education and Its Programs” with Scott Westerman as moderator. Prior to that event, photographs of the six former deans and interim deans of the College of Education were unveiled in ceremonies involving former deans and members of their families, and university and COE dignitaries. The annual College of Education Celebration of Excellence Convocation was held in the Ballroom of McKinney Union. James Comer gave the address of the hour. Several hundred undergraduate and graduate students were recognized for accomplishments.

April. HPERD sponsored the state Health Conference in the Porter Building. In addition, the Student Recreation Association “Ghost Banquet” was not held. Guests paid \$15 each for the privilege of not attending a banquet! Teacher Education sponsored a tribute to Barbara Diamond. The EMU Student Athletic Trainer’s Club Annual Banquet was held.

May. The annual C-SIP School Improvement Team Meeting and Year-End Celebration was held in McKinney Union. Mary Bigler was the keynote speaker. Special Education sponsored the “Saving Our Community’s Kids (SOCK)” conference in the Porter Building.

CONTRIBUTIONS TO THE UNIVERSITY MISSION

Teaching/Learning

The College of Education shares in and contributes to the University's threefold mission of providing high-quality teaching and learning, scholarly and creative activities, and service to our constituencies. During 1999-2000 many such contributions were made by many people, highlights of which are given below.

There is no more important function of the College of Education than to provide high-quality teaching that results in high-quality learning. Excellence in this task is something for which we have been known since the beginning of the institution and each year we aspire to perform it better than was the case the year before. There are numerous indicators related to our delivery system, the organization of our curricula, and the performance outcomes of our students. Some of these from 1999-2000 are given below.

Instructional Processes. The move into the Porter Building has provided instructional delivery opportunities that did not exist before. Two large lecture halls now make large-group instruction possible. Much more technology for instruction is available than has been the case before, and many faculty members vastly increased their use of presentation software and other uses of technology during the year. Nothing comparable to the Educational Resource Center existed for the two years prior to the move into the Porter Building. Because of numbers of stations, modern equipment and software, and hours of operation, the Bonisteel Computer Laboratory permits faculty members to make technology-related assignments that were not feasible before. The Specialized Technology Laboratory, the Clinical Suite, and other specialized spaces that either did not exist or existed only in rudimentary form before provide opportunities for students to learn and practice skills at a high level.

Facilities improvements in the dance studio (sprung floor) and Ruth Boughner Laboratory in the Warner Building now permit teaching and learning opportunities that were not possible before. There was a substantial increase in the number of courses and entire programs offered through alternate delivery mechanisms, including in localities close to student populations. For example, the master's program in educational leadership is offered in its entirety in Flint, Detroit, Jackson, Livonia, and Monroe. The master's program in counseling is offered in Detroit. The master's programs in elementary education and in reading are offered in Monroe, and the master's program in elementary education is offered in Livonia. The master's program in secondary education is offered in Livonia, and the master's program in common learnings in curriculum is offered in Flint and Jackson. The master's program in special education is offered in Flint. The doctoral program in educational leadership is offered to cohorts in several locales, including Grand Rapids and the greater Detroit area.

During 1998-1999, the College of Education produced more (889) credit hours through electronic delivery systems (video, on-line) than any other EMU college, with Teacher Education producing more than any other department on campus. During Fall Semester 2000, EDLD 518, EDMT 300 and 602, EDPS 600 and 602, and SPGN 591 will be available on-line.

Community resources continue to be used extensively as instructional sites, not only for pre-student teaching, student teaching, and non-teaching program internship locations, but as a short-term laboratory setting for courses. In the latter instance, Estabrook Elementary, one of our Consociate Schools, is used extensively.

Among the many guest lecturers in COE classes were James Comer, one of the 100 most influential people in American education in the 20th Century; award-winner author Thomas Lynch (*The Undertaking: Life Studies from the Dismal Trade, Still Life in Milford*, etc.); and Lester Lockett, 88, a star of the old Negro Baseball League.

Program Changes. In addition to a number of changes in courses (in the syllabus, in the prefix/number/title/description), some of the major program changes that were approved during the year included:

- Clarification of requirements for pre-student teaching field experiences for all students.
- Clarification of general education requirements for recommendation for certification for students who already hold a bachelor's degree.
- Reconfiguration of the pedagogical sequence for the art education program.
- Redefinition of the "structure of the disciplines" minor for prospective elementary teachers.
- Creation of a certificate program in educational media and technology.
- Approval of a master's degree concentration in educational media and technology.
- Receipt of approval from the Michigan Department of Education to offer a K-12 technology and design program and a K-12 industrial technology program.
- Receipt of approval from the Michigan Department of Education for amendments to the social studies major for prospective secondary teachers.
- Signing of an agreement between EMU and Grand Valley State University (GVSU) such as to offer the EMU Ed.D. in educational leadership in cooperation with and with the assistance of GVSU in the Grand Valley area. The agreement applies to 1998, 2000, 2002, and 2004 cohorts of students.
- Fencing was restored to the HPERD curriculum after a lapse of some years.

Outcomes. Outcomes may be demonstrated in both quantitative and qualitative ways. Some indicators of each are:

Quantitative. About 16% of all new teachers credentialed by the Michigan Department of Education during the mid-1990's (the most recent available information) were prepared at EMU. According to the 2000 edition of the Annual *Directory* of the American Association of Colleges for Teacher Education, EMU was one of the ten largest producers of initial teachers in the country.

EMU also continues its tradition of being "at the top" in terms of total productivity of educational personnel (combination of initial teachers, teachers achieving an advanced credential, administrators, and counselors). During the decade of the 1990's, (*AACTE Directory*, 1990/91-2000, inclusive), the "top ten" producers of professional educators, from the data available from the various issues of the *AACTE Directory*, were:

Eastern Michigan University 19,257
Central Michigan University 15,143
Wayne State University 14,811
Western Michigan University 13,335
University of South Florida 12,619
Nova Southeastern 10,933
Indiana University 10,740
University of Central Oklahoma 10,628
Northern Arizona University 10,613
University of Georgia 10,455

Qualitative. A variety of individual student accomplishments will be found in the “Students” section of this report. Collectively, the prospective teachers do well on the state’s mandatory certification tests.

A. Basic Skills Test. EMU students continue to pass the reading portion at a high level, one that is at the statewide pass rate on reading. In nine of the past 12 administrations, the EMU pass rate has been the same as or higher than the state pass rate. On the mathematics portion, EMU students perform at the statewide level. In eight of the past 12 administrations, the EMU pass rate has been the same as or higher than the state pass rate. On the writing portion, EMU students now perform almost at the statewide level—a dramatic improvement since the beginning of this testing program and at least partly a reflection of raised (and enforced) admission standards. On six of the past 12 administrations, the EMU pass rate has been the same as or higher than the state pass rate.

B. Subject-Field/Grade Level Tests. All 71 of the students who have taken the health education test in the past three years have passed, and all 32 of the students who have taken the hearing impaired test in the past three years have passed.

EMU maintains high three-year pass rates (at/above 95%) in four other subject fields—early childhood education (98%, n=359), speech language impaired (98%, n=40); learning disabled (97%, n=107); and French (96%, n=96). In nine of the past 12 administrations of the certification tests, including all of the past six, the EMU pass rate for all fields combined was higher than the calculated statewide pass rate for all fields combined. In the April 2000 administration, there was an EMU pass rate of 100% in nine (of 36) fields and there were 23 (of 36) teaching fields in which the EMU pass rate was at or above the statewide pass rate for the same field.

C. Non-Teaching Fields. External evaluations are available in several programs offered by the College of Education and students do well in these, also. For example, students completing the therapeutic recreation program must complete a certification examination administered through the National Council of Therapeutic Recreation Certification. The examination is administered twice a year and EMU students tend to have around a 98% pass rate. Students completing the program in athletic training must complete a national certification examination through the National Athletic Trainers’ Association Board of Certification. The examination is offered five times per year and include a written examination, a written simulation, and a

practical portion. During the past three years EMU student scores have been significantly (10%-30%) above the national average on all three parts of the examination.

Scholarship/Creative Activities and Service

The mission of EMU, as well as that of the College of Education, calls for the faculty to be engaged in the creation and dissemination of scholarly and creative activities. Toward this end, faculty and staff members of the College of Education during 1999-2000 published several dozen books, chapters in books, or articles, or gave national performances of creative works. A much larger number of members of the faculty and staff presented scholarly papers at international, national, regional, state, or local professional meetings. Selected examples of these are given below.

Selected Publications and Creative Works. In 1997-98, 57 members of the COE faculty reported approximately 180 “publications, exhibitions, concerts, etc.” in the Annual Faculty Activity Report. In 1998-99, 66 members of the COE faculty (a 23% increase) reported approximately 157 such items (a 13% decrease). In 1997-98, 76 members of the COE faculty reported approximately 280 “presentations” in the Annual Faculty Activity Report. In 1998-99, 88 members of the COE faculty (a 16% increase) reported approximately 360 “presentations” (a 29% increase). This high level of activity expanded in the 1999-2000 year, selected examples of which are given below.

A number of members of the faculty of the College of Education published or produced creative works intended for national audiences during 1900-2000. These included:

Lisa Angermeier (coauthor), “Focus Group Interviews with College Students about Binge Drinking,” *The International Journal of Health Education*.

Jeff Armstrong and James A. Yaggie, “The Use of Play Therapy in Children with Cerebellar Dysfunction,” *Clinical Kinesiology*.

Phillip Bogle (coauthor), “The Magnitude and Duration of Ambulatory Blood Pressure Reduction Following Acute Exercise,” *Journal of Human Hypertension*.

Geffrey Colón (coauthor), “Anthropometric Correlates of Basketball Free Throw Shooting in Young Girls,” *Psychological Reports: Perceptual and Motor Skills*.

Peggy Daisey, “The Construction of ‘How-to’ Books in a Secondary Content Area Literacy Course: The Promise and Barriers of Writing to Learn Strategies,” *College Reading Association Yearbook*.

Sue Grossman, “Action Research with Graduate Students: A Tool for Active Learning,” *Journal of Early Childhood Teacher Education*.

Ellen Hoffman, “The Dark Side of the Internet: Controls on Student Access,” and “On-line Tools for Teachers: Linking Curriculum to Standards” in *Syllabus: High School Edition*.

Ellen Hoffman and Ginny Thompson, "Putting the Research to Work: Professional Development Models from Michigan," *Tech-Trends*.

Sherry Jerome, "Allegria," performed at American College Dance Festival.

Joan Kaderavek, "Narrative Production by Children with and Without Specific Language Impairment: Oral Narratives and Emergent Readings," *Journal of Speech, Language, and Hearing Research*.

Shel Levine, "A Strenuous Exercise Program Benefits Patients with Mild to Moderate Parkinson's disease," *Journal of Clinical Exercise Physiology*.

Yang Li and Charles Achilles, "Four Variables Involved in Teachers' Integrating Technology Behaviors--A Case Study of a School in a Michigan School District," *National Forum of Teacher Education Journal*.

Nora Martin, "Suicide: The New Morbidity of Adolescence, Especially Young Black American Adults," chapter in *Journey toward Nationalism*, Gerald Matthews, ed., Forbes Custom Publishing.

Rebecca Martusewicz, "Professor's Reflection: The Course, the Pedagogy, the Student," *Educational Studies*.

Maureen McCormack, "Is There a Subtext in this Class? Resistance and Educational Biography," *Vitae Scholasticae: The Journal of Educational Biography*.

Joann McNamara, "Dance in the Hermeneutic Circle," chapter in *Researching Dance: Evolving Modes of Inquiry*, S. Fraleigh and P. Hanstein, eds., University of Pittsburgh Press.

Lori Pakulski, "Part I: The Pathway to Satisfied Patients—Education," *Journal of Dispensing Audiologists*. "Ear mold Fittings for Children with Severe-to-Profound Hearing Impairment: A Survey of the Industry," *Seminars in Hearing*.

Marvin Pasch, Sarah Huyvaert, and Paul Kacanek, "Follow-Up Study of Pine Valley, Michigan High School Graduating Class."

Julianne O'Brien Pedersen, "Brink," performed at American College Dance Festival.

Valerie Polakow, "An Essay Review of Poor Relations: The Children of the State in Illinois, 1818-1990," *Children and Youth Services Review*. Polakow and C. Gullean (eds.), *Homelessness: A World View of Social Issues*, Greenwood Press. Polakow, *The Public Assault on America's Children: Poverty, Violence, and Juvenile Injustice*, Teachers College Press.

William Price and C. M. Achilles, "Preparation Programs of the Future," *The AASA Professor*.

Shawn Quilter, "Assessment Literacy for Teachers: Making a Case for the Study of Test Validity," *The Teacher Educator*.

Jerry Robbins, review of *The Minority Voice in Educational Reform: An Analysis by Minority and Women College of Education Deans* (Louis A. Castenell and Jill M. Tarule, eds.), *Educational Studies*.

Lynne Rocklage (with LeaAnn Peschong, Amy Gillett, and Barbara Delohery), "Go Buggy with Lesson Designs: Adapting Science Activities for Preschool through Grade Three" and "Got Words? Pictures? Icons? Let's Talk!" *Special Education Technology Practice*.

Georgea Sparks-Langer, Marvin Pasch, Alane Starko, C.D. Moody, Trevor Gardner, *Teaching as Decision Making: Successful Practices for the Secondary Teacher*, Merrill Prentice Hall.

Alane Starko, "Problem Finding: A Key to Creative Productivity," in A.S. Fishkin, B. Cramond, and P. Olszewski-Kubilius (eds.), *Investigating Creativity in Youth: Research and Methods*, Hampton Press. "Finding the Problem Finders: Problem Finding and the Identification and Development of Talent," in R.C. Friedman and B.M. Shore (eds.), *Talents Unfolding: Cognition and Development*, American Psychological Association.

Selected Presentations. Other members of the faculty presented papers and other scholarly/creative presentations to national audiences during 1999-2000. These included:

C. M. Achilles (with Susan Achilles), "Problems of Under-Reporting Behavioral Data"; Achilles *et al.*, "How Can We Improve Training Programs in School Administration?"; and Achilles, "Appropriate Class Sizes for Student Learning," National Conference of Professors of Educational Administration.

Achilles, J.D. Finn, S.B. Gerber, and J. Boyd Zabarias, "Short- and Long-Term Effects of Small Classes" and Achilles, Gerber, and Finn, "The Impact of Teacher Aides in the Classroom," American Educational Research Association.

Leah Adams and Dawn Putney, "Parent Newsletters," Association for Childhood Education International.

Irene Allen and Marina McCormack, "Assessment of Literacy and Educational Technology Preparation Courses for Pre-service Teachers," American Association of Colleges for Teacher Education.

Irene Allen, "Survey of the Content of Literacy Preparation Courses for Pre-service Teachers," Organization of Teacher Educators in Reading.

Lisa Angermeier, “Focus Group Interviews with College Student about Binge Drinking,” American Alliance for Health, Physical Education, Recreation and Dance.

James E. Berry, “A School University Partnership to Implement a Parent Involvement Program,” National Conference of Professors of Educational Administration.

James Berry and Don Hackmann, “Off Campus Educational Administration Programming: The Wave of the Future?” University Council on Educational Administration.

Phil Bogle and Jeff Goodwin, “Budget Development and Expansion Strategies in Wellness Programming for College-Aged Adults,” Wellness 2000.

Kathleen Conley, “Encouraging Safer Sex among College Students: Service Learning and the World Wide Web,” Wellness 2000.

Bill Cupples and Theresa Schram, “Efficacy of Sensory Integration in Language Treatment of Autism” and “Teacher Verbal Behaviors in Inclusive, Regular and Special Education Settings,” American Speech-Language-Hearing Association.

Peggy Daisey, “The Value and Construction of ‘How-To’ Books in a Secondary Content Area Literacy Course,” National Reading Conference. “The Value, Construction, and Use of ‘How-To’ Books in Secondary Science Instruction,” National Science Teachers Association. “The Value, Construction, and Use of ‘How-To’ Books in Secondary Content-Area Instruction,” International Reading Association.

Helen Ditzhazy and Mark Sharp, Susan Bloom, and Lorna Brennan, “Barriers and Personal Characteristics Associated with ABD’s: Intervention Strategies for Dealing with the Phenomena,” National Conference of Professors of Educational Administration.

Carolyn Finch and Barbara Gorenflo, “Student Work Samples: A Measure of Successful Teachers,” American Association of Colleges for Teacher Education.

Barbara Gorenflo (with Jo-Ann Snyder), “Legal Issues for Field Directors (Now What Do I Do?),” Association of Teacher Educators Summer Conference.

Sue Grossman and Judy Williston, “Using a Theoretical Framework that Links Course Content and the Learning Process to Prepare Teacher Candidates for Effective Teaching,” American Association of Colleges for Teacher Education. “Strategies for Teaching Early Childhood Students to Connect Reflective Thinking to Practice,” Association for Childhood Education International.

Ellen Hoffman, “Professional Development in a Virtual World,” Consortium for School Networking.

Joan Kaderavek, “Emergent Literacy: From the Lab to Real Life,” American Speech-Language-Hearing Association.

Georgea Langer, Amy Colton, and Loretta Goff, “Teacher Analysis of Student Work: A Catalyst for Improving Student Learning,” National Staff Development Council.

Shel Levine, “Clinical Exercise Programs for the Hospital-Based Fitness Center: Parkinson’s, Cancer, and Osteoporosis” and “Medical Fitness Best of Practice Guidelines: Parkinson’s, Cancer, and Osteoporosis,” Medical Fitness Association. “Effects of a Strenuous Exercise Program on Body Composition, Strength, and Flexibility in Patients with Mild to Moderate Parkinson’s Disease,” American College of Sports Medicine.

Nora Martin, “Making the Six Pathways Real,” Yale University.

Rebecca Martusewicz, “Seeking Passage: Post-Structuralism, Ethics, Teacher Education,” American Educational Studies Association. “Suffering and Social Justice: Teaching in the Passage” was one of three invited faculty presentations in the series sponsored by the EMU Sesquicentennial Cultural and Academic Committees.

Duane H. Moore and Helen Ditzhazy, “Where Have All the Principals Gone? Responses from Graduate Students Currently in Two University Educational Leadership Programs,” National Conference of Professors of Educational Administration.

Olga Nelson and Jason Elwood, “Report on the Pilot Implementation Phase of CAS, the Course Applicability System, a Web Application to Enhance and Support the Articulation and Transfer Advising Process,” National Academic Advising Association.

Valerie Polakow, “Who Cares for the Children? The Impact of Welfare ‘Reform’ on Young Children and Their Mothers,” Welfare and Child Care Policy Conference. “Confronting the Damage: Young Children and Child Care Under the New Welfare Regime,” and “Poverty and the Professional Preparation of Teachers,” American Educational Research Association.

William J. Price and James Barott, “The Doctoral Comprehensive Qualifying Examination: A Dinosaur or an Important Program Element?” National Conference of Professors of Educational Administration.

Dale Rice, Kathleen Stacey, and Chris Wood, “Faculty Incentives: A Necessity for Integrating Service-Learning into College of Education Courses” and “Integrating Service-Learning into the College of Education Curriculum,” American Association of Colleges for Teacher Education.

Dale Rice, “Faculty Incentives for Embedding Service Learning,” Embedding Service Learning into Teacher Education conference.

Alane Starko and Lisa Frankes, “Reflection, Inquiry, Collaboration: Reconfiguring a Large Graduate Program,” American Association of Colleges for Teacher Education.

Q. S. Samonte, “Toward a More Inclusive Definition of ‘Equity’ in the United States,” Comparative and International Education Society.

Lech Wisniewski, "Teacher Induction and Mentorship: Developing Professional Affirmation and Coping Strategies to Reduce Stress and Burnout Among Special Educators," American Association of Colleges for Teacher Education.

Kay Woodiel, "Using Music to Teach Emotional Intelligence," American Alliance for Health, Physical Education, Recreation, and Dance.

Tim Ziegenfuss, "Physiological Responses to a Novel Testosterone Precursor," International Conference on the Physiology and Psychology of Sport. "Use of Bioimpedance Spectroscopy to Evaluate Hydration," Cleveland Clinic Foundation conference. "Safety and Efficacy of Andro Supplementation in Men," American Society of Exercise Physiology.

Service to Constituencies.

Service to a variety of constituencies is an important part of the EMU mission and a matter of such importance to the College of Education that it permeates our programming. The constituencies are numerous, the services are varied, and the persons affected are many.

Foremost among our constituencies is that of students. The COE had 10,507 enrollments in the Fall Semester of 1999 and proportionate enrollments for each of the other three terms. Many of these students were served by programs and courses offered at remote locations and by courses offered on line. The COE also provided direct services through approximately 5,600 client visits to the Clinical Suites--1,445 in counseling, 546 in reading, and 3,700 in speech/hearing. The CATE Laboratory served 53 persons--students, faculty, and staff--as well.

The COE sponsored or participated in various public events. These included lectures by James Comer and Joel Spring which were open to the general public. Specialized publics participated in the Writers' Camp, the Best Practices Conference, the Administrator's Conference, the C-SIP conferences, and others. The Porter Building and its equipment were used by several organizations for their meetings. A number of faculty members provide individual services to school buildings and districts, to youth-serving human service organizations, to professional and community organizations, and, in some instances, to individual clients.

Based on the "Service Beyond the University" portion of the annual "Faculty Activity Report," in 1997-98 (reported in Fall 1998) 69 COE faculty members performed approximately 312 activities that fell in this category. From the same source, in 1998-99 (reported in Fall Semester 1999) 79 COE faculty members performed approximately 326 activities that fell in this category. This represents, in one year, a 14% increase in the number of faculty members reporting this type of service and a four per cent increase in the number of activities involved.

The COE Office of Collaborative Education coordinates or provides for the delivery of a number of services to school buildings and school districts. The Comer Project serves 26 schools in Detroit. Jeff Armstrong, Jeff Goodwin, and Tim Ziegenfuss held grants to perform testing on products. Jim Berry (Lincoln schools), Caroline Gould (Ypsilanti), Cristina Jose-

Kampfner (Detroit area), Georgan Langer (Lincoln schools), Peggy Moore-Hart (Ypsilanti), Dale Rice (Ypsilanti area), and Pat Williams-Boyd and Kaia Skaggs (Ypsilanti) each held a grant to provide direct services to school age children. David Thomas held a grant to provide evaluation services to a dementia special care unit.

The College of Education consists of people—not a building, or equipment, or other tangible resources. It is through people and their accomplishments that we continue to move forward. The immediate members of our “family” include students, faculty and staff members, and alumni, all tied together through internal organizations.

STUDENTS

Among the members of our College of Education “family,” there is no more important constituency than our students. We have been pleased to welcome a large increase in the number of students and to celebrate the collective and individual accomplishments. Representative accomplishments are given below.

Admissions

During 1999-00, 1,296 persons applied for admission to EMU’s initial teacher preparation program, of whom 1,112 (86%) were admitted. The number of persons admitted was an 11% increase over the previous year and the largest number in seven years. Of these, almost one-third held a bachelor’s degree—and often a higher degree—at the time of admission to the preparation program. About 23% were men and about 10% were minority persons. Forty-four percent of them plan to become elementary teachers. There were 1,006 persons admitted to graduate programs in the College of Education during this year, a one percent increase over the 994 of the previous year.

Enrollments and Credit Hours

In the Fall Semester of 1999, the COE had a total of 4,768 students, an increase of 4.5% over the previous Fall Semester. During the year, the COE generated 80,255 semester credit hours, a 4.96% increase over the previous year.

Program Completers

During 1999-00, the COE reported (1998-99 data) that we had prepared 886 persons ready for first-time teaching, 55 school administrators, 43 school counselors, and 1,005 persons for an advanced teaching credential, a total of 1,969 school-related professionals. This represents an increase of seven per cent over the previous year. In addition, the COE graduated 138 persons in professional fields not related to schools.

During the 1999-00 year, the COE made 1,448 recommendations to the Michigan Department of Education, a 3.2% increase over the previous year. Academic degrees were awarded

through the College of Education to 324 graduate students, including 306 at the master's level, eight at the specialist level, and 10 at the doctoral level.

Student Organization Accomplishments

At the international biennial convocation of Kappa Delta Pi, EMU's Pi chapter received one of 13 Achieving Chapter Excellence (ACE) awards that were made. Pi Chapter also received the EMU Gold Medallion Award (Student Organization: Non-Affiliated category). The chapter also received a certificate of appreciation from several elementary schools in Detroit for book donations, work with Reading is Fundamental, and hosting students on campus visits. The dance program presented several concerts, to critical acclaim, and the Moveable Feat Company traveled to Prague, Czechoslovakia to perform in international competition.

Some Individual Student Accomplishments

Jason Camis, a senior in the recreation program, was president of the student committee of the Michigan Recreation and Park Association, developed the second ever student conference for recreation majors in the state, presented at the Michigan Recreation and Parks Association conference, was on the national student board for the "Break Away" program, was on the national advisory board for "Break Away," and traveled to Ecuador to present at the conference of the International Partnership for Service Learning.

Ed Maunder, a sports medicine major with a 3.63 GPA, was a member of EMU's golf team. He was named to the All-MAC First Team and to GoSIDA/GTE Academic All-District. The MAC has honored Maunder's GPA three times. He received the MAC Commissioner's Award in 1997 and 1998 and the MAC President's Award this year.

Sonia C. Marshall was selected as one of 30 students nationwide to participate in the American Speech-Hearing-Language Association's 1999 Minority Student Leadership Program. The fellowship stipend included complimentary ASHA 1999 convention registration, lodging for four nights in San Francisco, a stipend for meals, and program materials.

Marketing Education students Christi Antonelli, Matt Ames, and Greg Diggs received the national Distributive Education Clubs of America (DECA, College of Technology) Golden Diamond Award for the local chapter's outstanding activities for the year. Only two chapters in the U.S. received this award this year.

Dawn Albers was one of six students state-wide to receive the Michigan Certificate for Outstanding Achievement in Teaching with Technology, presented by COATT, a consortium founded by Senator Carl Levin to recognize exceptional students for integrating technology into their pre-service student teaching.

Tameka L. Smith was a finalist for the 1999 Michigan Student Teacher of the Year. Five other EMU students received Honorable Mention. Karen Altman, a recreation and parks major, received one of 21 awards made in the state for Commitment to Service from the Michigan Campus Compact.

Todd Vokal was recognized as the 1999 EMU Physical Education Major of the Year and Sonia C. Marshall was named the EMU Speech-Language Pathology Graduate Student of the Year. Wendy Gach Owen was the recipient of the EMU Gold Medallion Award (Graduate Assistant category). Ben Edmondson was one of five recipients of the outstanding presentation award during the Graduate Research Fair.

Doctoral students who completed their work during the 1999-2000 year included: Gwladys Austin, Patricia Chase, Janet Gilbert, Marlana L. Krolicki, Mary Lavengood*, Terance Lunger, V. Jane Miller, Jean Prout*, Lynette Sutton, Michael D. Teasdale, and Elizabeth Vartanian-Gibbs. (* = has not yet participated in Commencement ceremony)

The Best and the Brightest

At least five local-area high school students, honor graduates or the equivalent, have indicated their interest in attending EMU to become teachers beginning in the Fall Semester of 2000. Of the nine Presidential Scholars (full four-year scholarships) among this year's freshman class, Laura Russell is an exercise science/sports medicine major, Elizabeth "Beth" Story is a prospective special education teacher, and Audree Sinnett plans to be an instrumental music teacher.

This year's EMU Honors Program graduates planning to be teachers included Ellen L. August, Katheryn Krupa, Beth Ann Weber, Kelly K. Hines DePriest, Jennifer Ingrid Page, and Maureen Warren Ray. In addition, many dozens of prospective teachers graduated with University academic honors.

Student Presentations and Publications

Matt Anton, Nelson Maylone, V. Jane Miller, and Mart Perkins were among the students who published in national professional journals during the year. Research conducted by each of Katura Brown and Sara Dubey was reported in local-area newspapers. Matt Anton, Jim O'Shaughnessy, Beth Gould, Tracy Rosewarne, Rachel Toon, Patricia M. Rawski, David W. Rodgers, Heather M. Gentry, Jessica Vanerwel, Rebecca Moore, Mark Sharp, Susan Bloom, Lorna Brennan, and Sue Symmons were among the students who presented at national professional conferences. John Berardi and Dennis Kerrigan presented at the Michigan American College of Sports Medicine Winter Conference.

Six COE graduate students presented during the EMU Graduate Research Fair. These were Benjamin P. Edmondson, Stacy A. Whitfield, Kathy Said, Anne L. Smith, Chun-Mei Lee, and Jodie E. Pihalja. The following were among those who presented at the EMU Symposium XX for undergraduate scholarly and creative activity: John McAuliffe, Tiarah Garcia, Shannon McHale, Carrie Reuther, Kymberly D. Anderson, Sara Dubey, and Stacy Glinski.

Twenty-four EMU students participated in master classes at the American College Dance Festival in Detroit. Other dancers appeared in dance program productions and in several popular dance performances at EMU and in the community. Many dozens of students presented original

research at the Communicative Disorders Symposium and presented projects as a culminating activity in the SPGN 251 course.

FACULTY RECOGNITIONS

Porter Chair

James P. Comer, M.D., Maurice Falk Professor of Child Psychiatry, Yale Child Study Center, was named as the first holder of the John W. Porter Chair in Urban Education at EMU. Comer is the founder of the celebrated Comer School Development Program. He spent several periods of time during the year in residence, lecturing and consulting with faculty members, students, and external constituencies. Comer is the author of a number of books and several hundred articles. He holds 37 honorary degrees and many honors and recognitions. *Education Week* this year named Comer as one of the 100 individuals who “shaped American [K-12] education during the 20th Century.”

The John W. Porter Chair in Urban Education is named in honor of the former EMU president and it is the first endowed chair in the EMU College of Education. Dr. Porter was instrumental in raising a substantial part of the endowment that now supports this chair. Generous support from the Mott Foundation and the MacGregor Foundation completed the necessary minimum funding for the endowment for the Porter Chair. James Comer was the speaker for the morning ceremonies of the Winter EMU Commencement, during which COE graduates participated. He received an honorary degree. Comer will serve again in 2000-2001 as the holder of the John W. Porter Chair in Urban Education.

University Awards

Kathleen Beauvais and Michael Paciorek received two of the University’s top four faculty recognition awards. Both received the Distinguished Faculty Award, Beauvais in the Teaching II category and Paciorek in the Service to the University category. The awards were presented at the Celebration of Faculty Excellence Faculty Awards Ceremony. The EMU Distinguished Faculty Award carries with it a \$3,500 prize.

Judy Williston was honored with a Teaching Excellence Award, given by the EMU Alumni Association. Ron Oestrike received the John W. Porter Distinguished Service Award during the EMU Alumni Awards dinner. “Women of Excellence” Awards were made by the Women’s Center to 15 persons, including Karen Paciorek, Joan Kaderavek, and Martha Tack.

National and State Awards

Olga Nelson was selected as a 2000 National Academic Advising Association/ACT Outstanding Advisor in recognition of her work with COE students. Nelson will be recognized during the forthcoming National Academic Advising Association (NACADA) annual Conference. She will receive a complimentary membership in NACADA and a complimentary conference registration.

At the Kappa Delta Pi Biennial Convocation, Thomas Gwaltney received the Cindy Rose Counselor Award. This award recognizes the outstanding chapter counselor from among approximately 500 in the Society. Q.S. Samonte received the University of the Philippines Alumni Association of America (UPAAA) "UPAAA Lifetime Distinguished Achievement Award." Dale Rice was honored with a "Certificate for Outstanding Contributions" to academic service-learning at EMU and with the "Michigan Campus Compact Lifetime Achievement Award" at the Michigan Campus Compact Faculty Institute.

Kenneth Grinstead, professor emeritus, was inducted into the Michigan Education Hall of Fame. Toni Stokes Jones, Ellen Hoffman, and Nancy Copeland were recipients of Early Career Research Scholarships to attend the NSF-supported Fourth International Conference of the Learning Sciences in Ann Arbor.

Other Institutions and Agencies

Suzanne Hobson received the William D. Martinson Outstanding Alumni Award from Western Michigan University. John Pappas received the Dwight L. Arnold Outstanding Alumnus Award from the Counseling and Human Development Services program at Kent State University for his continuing and outstanding contributions to the counseling profession. Leah Adams received one of 10 awards for exemplary efforts by an outstanding individual, presented at the Wayne RESA Early Childhood Education Conference. Eddie Bedford received a "Distinguished Alumnus" award from the Kenosha (WI) Bradford High School Alumni Association.

EMU Recognitions

Scott Westerman was named "dean emeritus" and Robbie Johnson was named "associate dean emeritus" by the EMU Board of Regents. Rebecca Martusewicz was one of three invited faculty presenters as part of the Sesquicentennial Celebration.

Tenure was awarded to Linda Lewis-White, David Thomas, and Pat Williams-Boyd. Promoted to professor were Kathleen Beauvais, Olga Nelson, Lynne Rocklage, and Sue Stickel. Promoted to associate professor were David Thomas, Patricia Williams-Boyd, and Linda Lewis-White.

Kathleen Quinn was recognized as a 35-year employee of EMU. Joe Coyner, Nancy Dahl, and Gary Navarre were recognized for 30 years of service. For 25 years of service, Donna Schmitt was recognized.

ALUMNI

Quantitative

How many EMU Education alums are there? It depends on how you count them. But, during 1998-1999 we prepared 866 persons ready to enter the classroom as first-year teachers.

Of these, about one-third already held a bachelor's degree or higher when they began their studies with us. The others received a bachelor's degree in the process of becoming credentialed as a teacher.

In addition, that year we prepared 55 persons to become school administrators and 43 persons to become school counselors. We also provided the learning experiences for 1005 teachers to move on to the next credential level. The COE also graduated 138 persons in fields (recreation, sports medicine, community counseling, etc.) other than school-related ones.

These persons joined similar numbers of persons prepared in 1999-2000 and 19,257 professional educators prepared through EMU during the decade of the 1990's. This total is far more than that any other institution, according to the annual issues of the *AACTE Directory*. In addition, there are tens of thousands of professional educators prepared in earlier decades, and, over the years, thousands of professionals in related fields—all of whom we consider our distinguished alums.

Qualitative

Illustrative recognitions for alums during the past year included:

The 1999 Milken Family Foundation National Educator Awards included two EMU alums. Ann Elizabeth Hart, '81, is a third-grade teacher at West Ridge Elementary School in Racine, Wisconsin. Keith Cook, '91, is a chemistry teacher at Clarkston High School. The Milken Award includes a \$25,000 prize and a number of professional development opportunities.

Michelle Baker-Herring, '96, a seventh-grade physical science teacher at South Middle School in Belleville, won the 1999 Sallie Mae First Year Teacher Award for the State of Michigan. At the 39th Annual EMU Alumni Awards Dinner, three COE alums were honored: Shirley Spork, '49, a professional golfer and founding member of the LPGA; Ron Oestrike, '54, retired baseball coach and professor emeritus of HPERD; and Gerald Welch, '60, president, Monroe County Community College.

John Gibney, '84, '96, a Washtenaw Community College instructor, received the Michigan Adult Education Staff Member of the Year Award. Mary Ivan, '82, a teacher at North Middle School in the Van Buren district, was named 1998-1999 Michigan Earth Science Teacher of the Year. Michael Lewis, '77, '84, '91, was named the 1999 Michigan Elementary Physical Education Teacher of the Year. Michael Ross, '73, '75, who teaches at Jackson High School, was one of four finalists for the 1999 Michigan Teacher of the Year Award.

Dan Miekstyn, '75, '78, '82, a history teacher at Ann Arbor's Forsythe Middle School, was one of 39 semifinalists (among 75,000 nominees) for Outstanding Teacher of the Year, sponsored by the Disney Corporation. Miekstyn appeared on national television as part of the selection process and received a \$2500 award for himself and another for his school. Kamala Waryas, '89, passed the National Certification Test in Adapted Physical Education, becoming the first EMU graduate and only the second teacher in Michigan to achieve the CAPE credential.

Dennis Rees, '77, a teacher with the Peoria (AZ) Unified Schools, was the recipient of a 1999 National Council on Geographic Education Distinguished Geography Education Award. Thomas Sorosiak, '91, a social studies teacher at Waite High School in the Toledo area, won the Millennium International Volunteer Award. This award gives recognition to volunteers who educate the American public about international affairs.

Glenn A. Goerke, '52, '55, a president emeritus in the University of Houston system, was named to a three-year term on the Executive Board of the International Association of University Presidents during its meeting in Brussels, Belgium. Cindy Bunting, '77, '93, '96, a teacher in the Slauson Middle School (Ann Arbor) Help One Student to Succeed (HOSTS) program, received national recognition for her work in mentoring at-risk students. Theophilus "Theo" Hamilton, '55, '62, '67, and Jim Vick, '75, were the two recipients of EMU's Martin Luther King, Jr. Honor Award this year. Both are longtime employees of EMU.

Some unusual jobs: John Coburn, '62, is the four-star Commanding General of the Army Materiel Command in Alexandria, VA. Sarah Donohoe, '95, is the teacher who travels with the Ringling Bros. Barnum & Bailey circus, working with 20 students of various ages who are children of the performers and other circus employees.

FINANCIAL AND PERSONNEL RESOURCES

Finances.

Categories of Income. The College of Education is a \$14 million enterprise, with more than 200 FTEF faculty and staff, not counting the several hundred additional persons who are graduate assistants, student workers, cooperating teachers, and the like. In 1999-2000, as in other years, approximately 95% of the COE budget was designated for salaries, wages, and fringe benefits. It takes a great deal of money and a large number of people to accomplish the tasks we have been assigned and that we take on for ourselves. We have had a successful year in increasing both the financial and faculty resources available to address our goals. The financial resources to operate the programs of the College of Education come from three major sources: (a) allocations made by central administration to the College, (b) sponsored project income, and (c) development funds. Relatively small amounts of money come from additional sources such as student course fees.

During fiscal year 1999-2000, EMU central administration allocated to the College of Education \$13,152,958. Sponsored project income amounted to \$969,231, and development funds contributed \$356,167, for a total of \$14,478,356. The general trend over the past eight years, in all categories of income, has been upward. The downtrend in central administration allocated resources for FY99 was due primarily to the retirement of a relatively large number of senior faculty members, and replacement, in general, with junior faculty members with lower salaries.

FY 1999-2000 was the fifth consecutive year of sponsored project income at or near the million dollar mark. (See the section of this report on sponsored projects.) Several relatively

large proposals were completed during FY 1999-2000, with informal notice to the COE of award. However, the official notice was not received prior to June 30, which makes the prospects for FY01 very good indeed.

The dollar amount of gifts to the College of Education varies considerably from year to year, often influenced heavily by a few major gifts. For example, major gifts to the endowment for the Porter Chair in FY98 brought that year's total to higher than usual levels. However, development successes of the past four years have been considerably greater than in former times.

Sponsored Projects and Internal Financial Awards.

Sponsored Projects. During 1999-2000, College of Education faculty members submitted 33 proposals for external funding in the amount of \$5,583,685. During the year, 22 awards were received in the amount of \$969,231. A number of additional awards were made informally, but formal approval was received too late to be included in the official figures for FY00.

External Awards. Several clusters of external awards are of particular significance. The Microsoft (Bednar), Michigan Teacher Network (Bednar), VISIT (Charles), and InTime (Hoffman) awards, along with the forthcoming CATALISE (Robbins/Hoffman) award, contribute to the COE's increasing capacity to prepare professionals who are expert in educational technology.

- The CATALISE award, a subcontract from Western Illinois University under the U.S. Department of Education's "Preparing Tomorrow's Teachers to Use Technology" program, represents a partnership between WIU, EMU, CSU-Los Angeles, and the University of Arkansas at Monticello (all leaders in the Teacher Education Council of State Colleges and Universities [TECSCU]) to develop (in further partnership with NCATE, NCREL, and Apple, Inc.) national models in the appropriate use of technology in teacher preparation.

- The InTime project, a subcontract from Northern Iowa University (Hoffman) and also a U.S. Department of Education PT3 grant, represents an effort between EMU and four other Renaissance Group institutions to incorporate technology into professional education preparation courses and experiences in ways substantially different from what is normally done. Six EMU faculty members (three in Arts and Sciences and three in Education) received awards to revise their courses to include a major technology component.

Another cluster of awards to Armstrong, Goodwin, and Ziegenfuss—represents the increasing capacity of the Department of Health, Physical Education, Recreation and Dance to perform high quality scientific testing of products and procedures.

Yet another cluster of awards to Berry, Gould, Harmon, Jose-Kampfner, Langer, Moore-Hart, Rice, Thomas, and Williams-Boyd—represents the COE's long-standing commitment to improvement of services to ultimate clients in schools and other human-service agencies. The Detroit Public Schools is a particular focus, through the Comer Project (Harmon) and the Latina Project (Jose-Kampfner).

An award of particular significance is the subcontract from Western Kentucky University (Langer) under the U.S. Department of Education's Teacher Quality program, such that EMU is one of 10 Renaissance Group institutions undertaking research on how to relate teacher preparation and teacher performance to student learning in K-12 schools. This project has been cited by several authorities as among the most important educational research going on in the country.

In addition to the awards listed below, the EMU College of Education has been designated as the university partner for project SCoPE—the Statewide Classroom Planning Education project. In partnership with the Michigan Department of the Treasury, Wayne RESA, and Oakland ISD, the outcome will be high-quality K-12 lesson plans available on a web site. Robbie Johnson and Martha Tack are the EMU coordinators.

The COE faculty members receiving sponsored project awards were:

Jeff Armstrong received \$13,876 from Phoenix Labs for “The Effect of Commercial Thermogenic Weight Loss Supplementation on Fat Loss during Aerobic Training in Overweight Adults.”

Anne Bednar was awarded software and licensing valued at \$24,250 from the Microsoft Corporation for “Teacher Training Microsoft Software Program.” Bednar also received \$39,089 from the Michigan Department of Education in partnership with Calhoun Intermediate School District and Merit Network for “Educational Media and Technology Program Course Module Development.”

Jim Berry received \$1,700 from the Lincoln Consolidated Schools to conduct the “Lincoln Consolidated Schools Collaboration with EMU to Increase Student Achievement in Reading and Writing.”

Michael Charles was awarded \$14,508 by James Madison University for “VISM: Visualization in Science and Mathematics.”

Jeff Goodwin received a double Cybex I, with Data Reduction computer, valued at \$22,000, from the Center for Sports Medicine and Fitness of Ann Arbor, to support research and teaching activities. In addition, Goodwin was awarded \$11,016 by LPJ Research, Inc. for “Effects of Oral Supplementation with Cyclodextrin-complexed 4-androstenediol.”

Caroline Gould received \$15,733 for the “Ypsilanti Student Literacy Corps” from Washtenaw United Way.

Alison Harmon was the recipient of an \$85,550 award from various sponsors for the “Detroit/ Eastern / Yale School Development Program Regional Training Center.”

Ellen Hoffman was awarded \$28,799 by the University of Northern Iowa for “Technical Assistance Catalyst Grant for Preparing Tomorrow's Teachers to Use Technology.”

Cristina Jose-Kampfner was awarded \$100,000 by the National Science Foundation for “Transactional Writing and Biographical Storytelling: Empowering Latina Girls to Win at Mathematics.”

Georgea Langer was the recipient of a \$41,950 award from the Washtenaw Intermediate School District for the “EMU / WISD Consortium for School Improvement in Lincoln Consolidated Schools.” Langer was awarded \$124,676 by Western Kentucky University for “Improving Teacher Quality through Partnerships that Connect Teacher Performance to Student Learning.”

Peggy Moore-Hart was the co-director (Glenna Frank Miller, director) of the AmeriCorps Administrative Assistant Salary Support” project, funded in the amount of \$15,000 by the Washtenaw County government. Moore-Hart was the co-director (Charles Monsma, director) of the “Ypsilanti Student Literacy Corps” project, funded in the amount of \$13,764 by the Washtenaw United Way, to provide after-school tutoring to children on Ypsilanti’s south side, using EMU teacher education students as tutors. In addition, Moore-Hart received \$90,000 from the Michigan Department of Education for “The Water Educational Training (WET) Science Project: An Interdisciplinary Training Project for Pre-service Teachers.”

An award of \$120,000 was made to Dale Rice for “CLASS: Coordinating Literacy for America’s Students’ Success” from the Michigan Community Service Commission. Rice received \$46,000 from the Michigan Department of Education for “Technical Assistance Providers for Learn and Serve-Michigan.” Rice also received \$15,000 from Washtenaw County for “AmeriCorps Administrative Assistant Salary Support.”

Martha Tack was awarded \$41,320 by the W.K. Kellogg Foundation for “Women in Leadership: Liberating and Inhibiting Factors.”

David Thomas was awarded \$21,000 by the Henry Ford Village for “The Efficacy of Multiple Variables of a Dementia Special Care Unit on Resident, Staff, and Family Outcomes.”

Pat Williams-Boyd and Kaia Skaggs were awarded \$84,000 by the Academy for Educational Development for the “Michigan Middle Start Implementation.”

Internal Awards. Sylvia Jones was awarded a two-semester sabbatical leave for next year, and one of 11 awarded campus-wide. Jones will write four essays on best practices in teaching issues of diversity in diverse teaching teams. Robert Kreger, Marylyn Lake, and Karen Paciorek were each awarded a one-semester sabbatical leave for next year, among 19 such awards made campus-wide. Kreger’s award is to obtain Michigan Department of Education licensure as a director of special education. Lake will study the impact of co-teaching on the instructional skills of general education and special education teachers within two middle schools. Paciorek will edit *Taking Sides: Clashing Views on Controversial Issues in Early Childhood Education*, to be published by McGraw/Hill.

Valerie Polakow was awarded one of 15 EMU Faculty Research and Creative Activity Fellowship Awards for the coming year. Polakow will use the funds to support work for her forthcoming book, *Closing the Doors to Higher Education: The Impact of Welfare “Reform” on*

Student Mothers in Poverty. Sue Grossman and Judy Williston were awarded a joint Spring/Summer Research Award--two of the 17 awards made campus-wide for 2000.

Joan Kaderavek and Jeff Armstrong received two of the twelve awards made under the Provost's New Faculty Research Awards for 2000. Kaderavek was supported for "Early Literacy Project for Children with Special Needs." Armstrong was supported for "Exercise Science Ultrasound Laboratory." Jeff Armstrong received one of four campus-wide dedicated time for proposal development awards to prepare a proposal for "Ruth Boughner Applied Physiology Laboratory Enhancement."

Graduate Studies and Research Support Fund awards were made to Jeff Armstrong (work with graduate student Chad Markert on "Microgravity-Induced Deconditioning and Atrophy of Upper Extremity Muscle in Humans"), Sherry Jerome (her performance with the Texas Christian University Alumni Dance Concert); Joan Kaderavek (equipment to support "Oral Narrative Production as a Measure of Early Literacy Development in Preschool Children with Communication Impairments"); and Lech Wisniewski (translation services for a chapter in a forthcoming book).

Peggy Daisey, Sue Grossman, and Joan Kaderavek each were recipients of a 2000 Josephine Nevins Keal Professional Development Fellowship, awarded in campus-wide competition. The award carried a stipend of several hundred dollars to be applied toward conducting a particular project.

Academic Service-Learning Fellowships were awarded to Lou Thayer, Eddie Bedford, H. A. Hasan, and Lizbeth Stevens. Sherry Jerome was selected to participate in the "Writing across the Curriculum" workshop. Jeff Armstrong and Jodi Schumacher were selected to participate in the "Instructional Technology across the Curriculum" workshop.

The following faculty members were among those who received a Faculty Travel Grant, funded by the Provost's Office, for a presentation at a professional conference: Betty Barber, Phil Bogle, Peggy Daisey, Caroline Gould, Sherry Jerome, Joann McNamara, Peggy Moore-Hart, Michael Paciorek, Lori Pakulski, Pat Pokay, Valerie Polakow, Judy Williston, and Kay Woodiel.

Discretionary/Expendable Funds

Event/Expensed. During FY00, \$109,093.20 was received in the "event/expensed" category. This includes gifts to the COE Excellence Fund, the Education Fund, and the Education Advancement Fund, as well as proceeds from a golf outing that will go toward endowing a scholarship. Some of these gifts have been made for designated purposes related to the Porter Building. Others, after certain expenses related to fund raising are paid, will be made available for general College of Education purposes.

Expendable. During FY00, \$45,607.36 was credited to 11 expendable accounts. All but \$3,714.85 was donated to a particular COE department, program, or laboratory account. These funds are available to be spent at the unit head's discretion. These gifts included \$25,000 to the

COE Computer Laboratory Fund, \$10,835 to Leadership and Counseling, and \$3,628.75 to Special Education. The Department of Special Education has established the Rackham Society for alumni and friends of Special Education. Those who donate at least \$150/year (in honor of the University's Sesquicentennial anniversary) for five years are designated as members of the Society.

DEVELOPMENT

Gifts to the College of Education totaled \$356,166.82 during 1999-2000, which was an 81.9% increase over the total for the previous fiscal year. This continues a general upward trend over time of contributions to support our programming. The College of Education Endowed Scholarship was created through combining a number of small gifts that have been made over the years for scholarship purposes into a single fund ultimately able to make a substantial award annually.

Scholarships. During FY00, \$145,971.41 was contributed toward 25 scholarship funds administered within the COE. Prominent among these was the gift of \$103,626.52 to endow the Gustine Scholarship and the gift of \$15,000 to endow the Mary D. Lavers Scholarship. The Gustine scholarship will be first awarded in fall 2001 to a single mother working toward a degree and certification in elementary education. The funding is from the estate of Robert Gustine, whose daughter was a single mother in the elementary education program. The Mary D. Lavers Scholarship is named in memory of Mary (Mrs. Clifford) Lavers, an EMU alum ('43, '48) and a former secondary teacher and counselor. The scholarship is intended for a prospective secondary teacher or for a prospective counselor.

Endowments. (Other than scholarships). A total of \$29,435.83 was contributed to various endowment funds within the COE during FY00. More than \$27,000 was contributed to the College of Education Endowment Fund, which now brings the principal of the COE Endowment Fund to \$320,294. Since we now exceed the threshold amount of \$250,000 for receiving proceeds from the COE Endowment, the COE received \$8,154 during FY00 from the endowment for use as needed within the College.

Proceeds from the endowment for the John W. Porter Endowed Chair in Urban Education have been used during the past year to support periods of time on-campus of Dr. James Comer, the first holder of the Porter Chair. The principal of the Porter Chair endowment now stands at \$1,319,481. The total value of all COE endowments now stands at \$4,607,208. This includes the endowed scholarships, the COE endowments, the Porter Chair endowments, and others.

Gifts in Kind. Gifts in kind, valued at \$26,009.03, were made to the College of Education during FY00. The largest single gift of this sort was equipment to support the sports medicine program. The gifts also included a small piece of real estate.

Donors. During FY00, 1,608 persons contributed to the College of Education, including alumni, friends, and faculty and staff members. The average gift was \$217. Marylyn Lake, as

co-chair of the EMU faculty-staff campaign, was one of those instrumental in successful internal fund-raising.

[The following two paragraphs were presented as side-bar material in the original printed version of this Annual Report.]

The personnel resources of the College of Education consist of the tenured faculty, full-time tenure-track faculty, full- and part-time lecturers, and support staff personnel who fall into several classifications (administrative, professional-technical, clerical, and Food-Maintenance). In addition, the graduate assistantships that are allocated to the COE and a number of student workers contribute to the college's programming.

The Importance of Credit Hours. In general, and over time, personnel (and other financial) resources have been allocated to the College of Education in proportion to the number of student semester credit hours generated. In 1993-94, the COE generated 82,457 student semester credit hours. Credit hour production then dropped over the next several years, and then increased, as may be seen in the following chart, given in thousands of credit hours. In 1999-2000, the College of Education generated 80,258 student semester credit hours, an increase of 4.96% over the previous year.

PERSONNEL RESOURCES

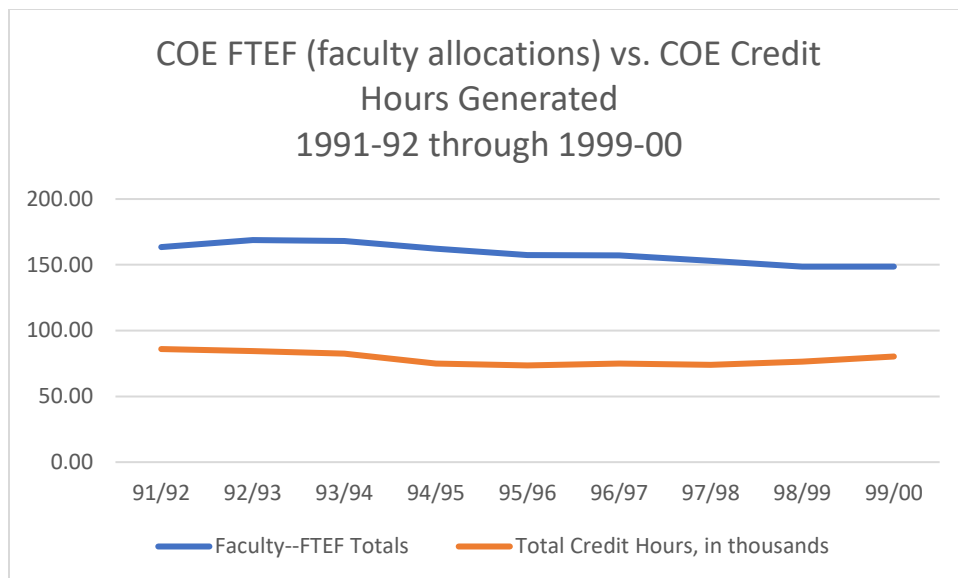
Faculty Resources

To support our students, as well as other programming of the COE, we had 121 tenured/tenure track faculty members and a total faculty allocation of 164.9 full-time equivalent faculty (FTEF). Although both figures represent an increase over the previous year's allocation, we were about two percent below the 1993-94 figure for FTEF, but about three percent above the 1993-94 figure for tenured/tenure track faculty.

Trends in these statistics are shown in the accompanying chart. The total faculty allocation ("total") is a full-time equivalent that includes tenured faculty members, tenure track faculty members, lecturers (usually part-time), and faculty support for the Spring Term and Summer Term. The tenure track category ("TT") includes both tenured and tenure-track faculty members.

Support Staff

During 1999-2000 the College of Education was allocated a total of 38.17 support staff persons, including eight administrators, 10.67 professional technical persons, 17.5 clericals, and 2.0 FM's. This represents a seven per cent decrease from 1993-94.



Ratios

The College of Education has been able to reduce its sometimes excessive reliance on part-time lecturers in recent years. This is reflected in the increasingly positive ratio between the number of full-time, tenure track faculty members and the total number of FTEF. The percentage of credit hours taught by lecturers dropped from 38.23% in the Winter Semester of 1999 to 33.10% in the Winter Semester of 2000. In addition, the instructional productivity ratio (full-year equated students per full time equivalent faculty) has slowly increased from 13.39 to 14.51 (8.4%) between Winter Semester 1996 and Winter Semester 2000.

SPECIAL INITIATIVES FOR THE YEAR

Advising

Three special issues were on the “Agenda for the Year.” These included the improvement of advising services for COE students, the move toward world-class web sites for COE units, and the expansion of our influence on policy and practice at all levels. Some of our accomplishments of the year are given below. The improvement of advising services for students, especially initial teacher preparation students, was a high priority during 1999-2000. Several major steps were accomplished toward this end.

College of Education Advising Center. Olga Nelson, who was selected as a 2000 National Academic Advising Association/ACT Outstanding Advisor, was named the College of Education Advising Coordinator. In this capacity, she reports to the College of Education Office of Academic Services, which is headed by Carolyn Finch, associate dean. Dr. Nelson and Dr. Finch moved forward with the following activities, not all of which were completed during the year:

1. Developed a comprehensive plan for the College of Education Advising Center, including mission statement, short- and long-term goals, description of barriers and obstacles to effective functioning of the center, development of advising flow charts for all COE programs, and compilation of advising statistics for the 1999-2000 academic year.

2. Established and oriented the COE Advising Center team.

3. Developed and distributed a Student Advising Handbook.

4. Participated in the planning and preparation for the implementation of the campus' Degree Navigator on-line student advising system.

5. Participated in community college transfer and Transfer Express meetings.

6. Made presentations to community college counselors and to student groups.

7. Developed guidelines for the establishment of a COE student advisory committee.

8. Developed plans for an advising section on the COE web page.

9. Prepared the office location for the COE Advising Center, which will open in Room 130 of the Porter Building for Fall Semester 2000. Room 130 will also be used as a satellite office for Career Services, thus providing COE students with career planning and placement services within the building.

10. Developed mechanisms (such as a newsletter) to keep the COE community informed about the advising center and its work. Dr. Nelson provided substantial direct advising services to students during the academic year. Barbara Diamond provided similar services, especially with respect to transfer students entering the College of Education, during the Spring Semester.

Advising of Post-Baccalaureate Students. The advising of post-baccalaureate teacher certification students, formerly done primarily in the Office of Academic Services, was enhanced considerably during the year through the assistance of Jeanne Petig, Pat Pokay, and Georgea Langer, all of the Department of Teacher Education. Additional advising materials were developed, including a flow chart and a sample program of study. COE web site information for this constituency was enhanced as well.

General Advising and Orientation. Among the COE faculty members who led Freshmen Interest Groups (FIG's) were Karen Paciorek and Linda Lewis-White ("Exploring Elementary Education") and Liz Broughton ("Exploring Math/Science"). Sections of AADV 177, University Orientation, were taught by Liz Broughton, Yvonne Callaway, Geff Colón, Caroline Gould, Thomas Gwaltney, Beth Johnson, Linda Lewis-White, and Karen Paciorek.

Advising Improvements in the Departments. The Department of Special Education made a number of improvements in advising as well. Roberta Anderson continues as undergraduate advising coordinator. Students wishing to major in any of the seven areas of special education

meet with Mrs. Anderson early in their EMU career to insure that they enroll in those general studies courses which are appropriate for special education majors.

During the 1999-2000 year, all department faculty members obtained ISIS access through their desktop computer and had received training in accessing appropriate information such as to support and facilitate student advisement. An undergraduate advising handbook was completed and distributed to all faculty members in the department who advise undergraduate students. Program-by-program advising web sites have been completed or are in progress. The Mentally Impaired program area has prepared and has distributed during the year "advisement folders" for its majors. These folders contain general program information, course sequences, preclinical information, and program plan sheets. Gary Navarre became graduate coordinator in the department and he conducts initial advising with all graduate students. Dr. Navarre also handles all combined post-baccalaureate program initial student advising in the department. Joe Coyner serves as the on-site graduate advisor for all students enrolled in the master's program in Flint.

Working Toward World-Class Web Sites.

The College of Education web site (<http://www.emich.edu/coe>) remains a work in progress, but many additions and improvements were made during 1999-2000. We are determined to make this a world-class web site with information of value to prospective students, current students, faculty and staff members, and a variety of other constituencies. During the previous year, a number of web sites from colleges of education at other institutions and from comparable organizations were studied to learn the best features available on the Internet. From that study, a site map was constructed, with information organized around eight major topics. As information and links have been constructed around the eight major topics, the use of the web site has increased tremendously. In recent months, the site has been visited 1000-1200 times per month, typically during the evening. The site has been accessed from all over the world.

Prospective EMU students. The first--and most frequently visited--stop on the web site is for prospective students. Materials are there for middle and high school students who are considering teaching--or one of the other fields offered by the COE--as a career. Another section is written especially for prospective transfer students from another institution, and yet another is for prospective graduate students. In all these cases, links lead to more detailed information about the particular program(s) in which the visitor is interested. Links to a variety of information sources related to financial aid and scholarships are included as well.

Perhaps the most valuable part of this site is the section for prospective post-baccalaureate (career change) students. Much staff time has been saved by having web site information available that helps a person make a decision about whether she or he wants to make a career change and enter teaching through EMU. The person is led through the steps of getting started toward teaching as a career.

Current EMU COE and Professional Education Students. Another choice on the web site is information for current College of Education and other professional education students. There are sections for each of undergraduate students, post-baccalaureate students, and graduate students. Each of those, in turn, links to details about programs that fall in that category. There are

links to scholarship information and other financial aid. There is a wealth of information about certification requirements, both in Michigan and in all the other states. Four different links to sources of job opportunities are provided, along with a link to EMU's Career Services web page.

COE and Professional Education Faculty and Staff. The page of primary interest to faculty and staff members so far includes all issues (back to 1991) of the *Monday Report*, a calendar of events (a year or more into the future) that is updated weekly, a calendar of deadlines for papers, articles, and proposals for scholarly meetings (also updated weekly), links to research materials on professional education, College of Education policies, materials especially for lecturers, and materials especially for continuing education instructors.

COE Alumni and Friends. The page for COE alumni and friends includes links to all issues of the *Monday Report*, recent issues of the *Eastern Educator*, the EMU development operation, and the EMU Alumni Relations Office.

COE Academic Programs. The page on the academic programs of the COE provides links to the COE courses that are offered online and to the COE degree programs and courses that are located other than in Ypsilanti. In addition, it contains a link to each of the four College of Education departments. Although the department pages differ appreciably from each other, they all contain information of interest to prospective students in that department. There is a link from the department page to the details of the programs offered by each department. Effective September 1, 1999, the official EMU Catalog has been the online version. The programs of each department are linked to the official catalog materials, such as to reduce possibilities of dated or contradictory material about program requirements on department web sites.

Professional Educators and Professionals in Other COE Fields. There is a page of special interest to practitioners in the fields related to COE programming. There are numerous links to EMU resources of possible interest. Other links lead to professional organizations, governmental agencies, professional publications, use of technology resources, and a wide variety of other links to information intended to improve practice.

Behind the Scenes in the COE/Professional Education Programs. The "Behind the Scenes" section is intended to provide the reader with "anything you want to know about how the COE and professional education programs work." Located on this site are historical information, organizational charts, governing and reference documents, accreditation materials, directories, organizational affiliations and links to these, facilities information, and a great wealth of other items often needed for reference purposes.

Employment Opportunities in the COE. The "Employment Opportunities" section includes postings of vacant faculty positions, along with information for prospective lecturers. Eventually, this site will include postings or links to postings for support staff, graduate assistant, and other types of personnel used in the College of Education. During this past year, the faculty positions section was linked with cooperative postings maintained by the Teacher Education Council of State Colleges and Universities such that a person scanning the TECSCU site would learn that EMU was looking for a faculty member with a particular type of expertise.

Influencing Policy and Practice

A particular strength of the faculty and administration of the College of Education is its interest in and involvement with influencing policy and practice in a variety of areas. This occurs in a variety of ways. The COE's Office of Collaborative Education exists to link the COE with K-12 schools and its activities are always toward the end of improving professional practice. Many of the externally-funded projects are for the purpose of finding a "better way." (See Sponsored Projects section of this report.) Notable among these is the Comer Schools and Family Initiative with the Detroit Schools. In addition to these continuing activities, many individual members of the COE faculty work to influence policy and practice in areas of expertise. In some instances, this includes work with governmental agencies. In other cases, it includes work with professional organizations or scholarly publications. In still other cases, it includes work with individual practitioners. Faculty contacts with the media provide an outreach to relatively large audiences. Examples of these that have occurred during the 1999-2000 year are given below.

Office of Collaborative Education. Georgea Langer has served for the past several years as the coordinator for the COE Office of Collaborative Education. Under her leadership, two long-standing COE-funded projects had a major impact on 13 local schools and districts during 1999-2000. Both the Collaborative School Improvement Project (C-SIP) and Consociate Schools project (Farmington High School, Estabrook Elementary in Ypsilanti) assign EMU faculty members to work long-term with a school or district on a project designed to improve student performance. In recent years the projects have focused on gathering and interpreting data related to student learning. Two conferences each year and C-SIP consultants have provided support for the participating teachers and principals.

Among many other activities, a C-SIP school (Pittsfield Elementary, Ann Arbor) presented with Dr. Langer at the fall conference on special needs students organized by the Washtenaw Intermediate School District. The partnership between EMU through the activities of the COE Office of Collaborative Education and the Ypsilanti School District is multifaceted and has influenced policy. For example, EMU faculty members (Dale Rice, Georgea Langer) serve on the district school improvement committee. Other faculty members (Georgea Langer, Lisa Frankes) participated in planning for the Ypsilanti Arts Academy. The Washtenaw Intermediate School District funded a project involving the Lincoln Consolidated School District, C-SIP, and the Institute for Educational Reform. The goal is to gather, communicate, and analyze student performance data for improved decision making regarding programs, resources, and instruction. The winter Administrators Conference, sponsored by the OCE, attracted over 250 local school leaders to hear James Comer, the first holder of the Porter Chair in Urban Education. Presenters from the Yale University Child Development Center also provided workshops at the all-day affair.

The Office of Collaborative Education Bulletin is sent to state legislators, policy makers, and school leaders. The newsletter highlights collaborative educational projects between the EMU College of Education and local schools and districts. Dr. Langer helped two schools acquire Comprehensive School Reform Development grants--Rawsonville Elementary (part of C-SIP project) and Hamtramck Middle School.

New assignments for 1999 included Pat Williams-Boyd, working with Ypsilanti's East Middle School as a C-SIP facilitator. New C-SIP partner schools in 1999 included Kettering Elementary (Willow Run), Kaia Skaggs, facilitator; Wegienka Elementary (Woodhaven Browns-town), Anne Bednar, facilitator; and Edgemont Elementary (Belleville), Joe Coyner, facilitator. Faculty members from outside the COE use the Consociate Schools as professional sites. For example, Diane Jacobs (Physics and Astronomy) conducted a series of workshops for teachers at Estabrook Elementary (as well as at other Ypsilanti schools) which focused on the science curriculum. Joanne Caniglia (Mathematics) and her students from MATH 381 conducted an after-school Math Club for more than 100 students in grades 1-5 at Estabrook Elementary. Catherine Renaud (Biology) had her ESCI 303 (Elementary Science) students involved in classroom teaching activities at the same school. Marylyn Lake, consociate school facilitator, presented on the Consociate School partnership at the Faculty Affairs Committee meeting of the EMU Board of Regents.

Comer Project. EMU, through the College of Education, is the "university partner" for the implementation of the Comer Schools and Families Initiative (Comer Project) in the Detroit Public Schools, with financial support from the Skillman Foundation of Detroit. Alison Harmon is the university coordinator, assisted by Mary Anne Homann. There are 26 Comer Schools in Detroit served by this project, which is now in its sixth year. The COE is now the home of the Detroit/Eastern/Yale Regional Training Center, which provides services related to the Comer model to schools in several states.

Eighteen EMU faculty members were involved during the 1999-2000 year, including four from outside the College of Education, and student involvement included 125 pre-student teacher field experiences, 19 social work interns, 21 nursing students, and 35 HPERD students. EMU also coordinates the placement of Oakland University and Wayne County Community College students in pre-student teaching placement sites.

Dr. Homann arranged 11 school-based clinics which provided 286 vaccinations. Harrison Smith (Social Work) placed the social work interns, Nora Martin was involved in the parent education program, Patricia Nun and Peggy Alford-Trewn (both of Nursing) supervised the nursing practicum, Sue Stickel coordinated counseling interns, Geoffrey Colòn coordinated the fitness program (which brought several hundred Detroit elementary students to the EMU campus), and Carolyn Finch and Robbie Johnson arranged the pre-student teaching field experience. Barbara Diamond, Elizabeth Johnson, and Lisa Frankes supervised the pre-student teaching field experiences, and Peggy Daisey, Joanne Caniglia (Mathematics), and Georgea Langer provided staff development services. Helen Ditzhazy, Beverley Geltner, and Bill Price served as principal mentors and Dr. Geltner provided leadership seminars. James Barott served as the research liaison.

COATT. The COATT project, brainchild of Sen. Carl Levin and actively supported by his aide Chuck Wilbur, is a statewide initiative to provide a credential to prospective teachers who can demonstrate a high level of proficiency in the use of technology for the enhancement of learning. EMU faculty, including Anne Bednar, Michael Charles, Ellen Hoffman, and Toni Stokes Jones, have been heavily involved in the processes for setting criteria and reviewing credentials. One EMU student, Dawn Albers, was one of the first students in the state to achieve

the newly created Michigan Certificate for Outstanding Achievement in Teaching with Technology.

Governmental entities. Suzanne Hobson and Lisbeth Stevens presented testimony to the Michigan House Education Committee. Jim Berry, Jeff Goodwin, Ellen Hoffman, Linda Lewis-White, Irene Allen, and Kathleen Quinn are among those who have served on advisory groups to the Michigan Department of Education. Karen Paciorek was supported by the North Central Regional Education Laboratory (NCREL) to represent early childhood education in Michigan at a Regional Summit on Teacher Quality and Issues of Supply and Demand.

Jerry Robbins is the chair of the Michigan Department of Education's "Committee of Scholars" for the University of Phoenix and co-chair of the Michigan Department of Education's Periodic Review/Program Evaluation Council. Robert Anderson is the chair of the Institutions of Higher Education advisory committee to the Division of Special Education of the Michigan Department of Education.

Organizations—international. The Dance Program's traveling company, "Moveable Feat," performed in international competition in Prague, Czechoslovakia.

The USA-Sino Teacher Education Consortium is headquartered in the College of Education at EMU. Under the leadership of Beverley Geltner, Executive Director, the organization held its 14th Annual International Conference in Beijing, Kunming, and Xian, with the theme of "Educator Preparation and 21st Century Challenges." In addition to leading the U.S. delegation to this conference, Geltner coordinated many relationships during the year between Chinese teacher educators and U.S. teacher educators.

Leah Adams, as World Co-Chair, presided over the International Symposium on Early Childhood Education and Care for the 21st Century. The symposium was held in Zurich, Switzerland and attended by 82 delegates from 28 nations. Adams attended the European Early Childhood Education Research Association conference in Helsinki where she presented a symposium paper on "Thinking about Thinking: An International Study" with Jenny Jung Chen Ma, Hazel Mei Yung Lam, and Audrey Swee Eng Lim, all of the Hong Kong Institute for Education. While in the area, Adams visited preschools in Finland and Estonia and a teacher training institute in Tallinn, Estonia. Adams was selected Vice President for North America and the Caribbean for the World Organization for Early Childhood Education (OMEP) at the World Council meeting in Singapore. She assumed office in January and her responsibilities have taken her, among other places, to the United Kingdom and to Brazil. During the year, Adams attended board meetings of the U.S. National Committee of the World Organization for Early Childhood Education in New York City. The meetings included sessions at the United Nations participating in a mini-conference on global issues for young children.

Nancy Dahl published in a British international poetry journal. Sue Grossman and Judy Williston spent time in England where they conducted research associated with their forthcoming book on *Leadership Development across the Professional Life Span*. They also conducted research for a forthcoming article on British village schools in the early 20th Century.

Valerie Polakow (with Therese Halskov and Per Schultz Jørgensen) has completed *Enlige Mødre og Deres Børn: Den Nye Underklasse?* (Single Mothers and their Children: The New Underclass). (Copenhagen: Reitzel Press, 1999, with British publication in 2000 by Policy Press in London.) Polakow has an extensive history as a consultant to and student of Danish social services. Polakow (with Peggy Kahn, UM-Flint) authored "Commodification and Caregiving under New U.S. Welfare Laws," for Sage Race Relations, a British journal.

Q.S. Samonte contributed an essay review of Latin American Education: Comparative Perspectives (Carlos Alberto Torres and Adriana Puiggros, eds.), which was published in the spring 1999 issue of *Educational Studies*. Samonte is a member of the Advisory Board of the University of Michigan's Center for Southeast Asian Study. He was selected to be a member of the United States Education Initiative to Cuba, sponsored by the People to People Ambassador Program. Samonte has established and incorporated in the Philippines the "Ilocos Norte Cultural Studies Field Station." This entity will serve as a base for ethnographic studies to help document traditional and contemporary Ilocano culture which is gradually disappearing with the introduction of so-called "progress" in that province. The field station will serve as a venue for seminars and lectures and as a site for funding agencies engaged in ethnographic studies in that province.

Jason Camis, a senior in the recreation program, traveled to Ecuador to present at the conference of the International Partnership for Service Learning, one of only a very small number of students involved.

Organizations—national. *Educational Studies*, the journal of the American Educational Studies Association, is edited in the College of Education at EMU, under the leadership of Maureen McCormack and Rebecca Martusewicz. Judy Williston and Sue Grossman are co-editors of the "Teaching Strategies" column in *Childhood Education*. Leah Adams is president of the National Association of Early Childhood Teacher Educators. Lisa Angermeier, Kathleen Conley, Elizabeth Johnson, Maureen McCormack, and Pat Williams-Boyd are officers of various national professional organizations.

Jerry Robbins is the immediate past president of the Teacher Education Council of State Colleges and Universities (TECSCU). He is on the executive committee of The Renaissance Group and on the board of directors of the American Association of Colleges for Teacher Education (AACTE). He is also on the nominations committee of the AACTE. Robbins has also served on the task force of the national Teacher Preparation Accountability and Evaluation Commission dealing with federally-mandated teacher education "report cards."

Jim Berry and his colleagues in Leadership and Counseling are the hosts for the 2000 annual meeting of the National Council of Professors of Educational Administration. Bill Cupples is substantially involved in accreditation matters for the American Speech-Language-Hearing Association. Trevor Gardner was the creator of a discipline management system adopted as the official model for North Carolina schools. Dale Rice and Lynne Rocklage are among those who have conducted training sessions in other states or for professional organizations. Ellen Hoffman participated in the national forum of The International Society for Technology in Education on National Technology Standards (NETS) for Teachers. Tim Ziegenfuss presented his research to a trade association.

Organizations—Regional and State. Michael Paciorek is the president of the Michigan Alliance for Health, Physical Education, Recreation and Dance and Jerry Robbins is the president of the Michigan Association of Colleges for Teacher Education. Barbara Gorenflo is the president-elect of the Michigan Association of Teacher Educators. Bill Cupples, Lizbeth Stevens, and Elizabeth Johnson are among those who are officers of statewide professional organizations. Gary Banks is the pro bono attorney/legal consultant for several district and state professional associations. Anne Bednar, Michael Charles, Ellen Hoffman, and Toni Stokes Jones are among those instrumental in implementing the COATT technology credential initiated by Senator Levin.

School Districts/Buildings/Institutions. Kathleen Quinn and Jenny Clark presented a workshop on “Reasonable Accommodation for College Students with Disabilities” for the faculty at Adrian College. Sue Grossman, Elizabeth Johnson, Joan Kaderavek, Georgea Langer, Nora Martin, Lori Pakulski, Lynne Rocklage, and Judy Williston are among many who have been invited to provide assistance to school districts/buildings in Michigan and other states. Also, see the descriptions of the Office of Collaborative Education and the Comer Project above.

Local. Leah Adams, Bill Cupples, Gary Banks, Maureen McCormack, Jerry Robbins, W. Scott Westerman, Jr., and Pat Williams-Boyd are among those that have provided technical expertise to local-area educational and human service organizations. EMU Faculty Center on Instructional Effectiveness presenters have included Pat Pokay (also acting administrator of FCIE), Lisa Frankes, Tim Ziegenfuss, Toni Stokes Jones, and Alane Starko. Planners for and presenters at the Best Practices Conference included Lisa Frankes, Georgea Langer, Martha Baiyee, and Pat Williams-Boyd. Planners for and presenters at the Martin Luther King, Jr. Day observances included Helen Ditzhazy, Martha Baiyee, Cristina Jose-Kampfner, and Nora Martin. Administrators’ conference presenters included Yvonne Callaway, Pat Williams-Boyd, and Kaia Skaggs.

FACULTY MEMBERS IN THE MEDIA

COE faculty members regularly appear in the media, or their work is cited in broad-based publications. Examples of these during the past year include:

C. M. Achilles, whose research on smaller class sizes was cited extensively in *NEA Today*; James Comer, whose comments on education coverage by the media were included in *The School Administrator*; Shel Levine, whose research on obesity was cited in *Advance for Directors in Rehabilitation*; Donna Schmitt and former faculty member Don Hackmann, whose research was cited in the “Tips for Principals” newsletter of the National Association of Secondary School Principals; and Tim Ziegenfuss, who was quoted or had research cited in the *Wall Street Journal*, *Ann Arbor News*, *Retail Pharmacy News*, and *Chemical and Engineering News*.

Peggy Moore-Hart, with Charles Monsma, produced a video public-service announcement for the Ypsilanti Student Literacy Corps. Karen Paciorek appeared on the Mitch Albom show, on WJR, with comments on how to help children make a smooth transition back to school after summer vacation. Dale Rice was one of four panelists in a national teleconference on lite-

racy partnerships. EMU's AmericaReads Program (Dale Rice, Peggy Moore-Hart, *et al.*) was featured as a model program in Secretary of Education Riley's Satellite Town Meeting. Dean Emeritus W. Scott Westerman appeared on MediaOne Channel 17 three times, speaking on state educational issues.

Vic Chiasson was quoted in the *Detroit Free Press* concerning Livonia's new recreation facilities and Jerry Robbins was quoted in several different articles. Michael Paciorek's extended letter to the editor appeared in the same paper. Sue Grossman's op-ed article on kindergartens appeared in the *Kalamazoo Gazette*. Carolyn Finch, Thomas Gwaltney, Sandra McClen-
nen, Georgea Langer, Bob Parks, and Jerry Robbins each were quoted one or more times in the *Ann Arbor News*.

COLLEGE OF EDUCATION ADMINISTRATIVE STAFF

Jerry H. Robbins, Dean
Michael M. Bretting, Associate Dean—Administrative
Carolyn M. Finch, Associate Dean—Academic Services
Fredrick F. Andres, Department Head, Health, Physical Education, Recreation and Dance
James E. Berry, Department Head, Leadership and Counseling
Lynne A. Rocklage, Interim Department Head, Special Education
Alane J. Starko, Department Head, Teacher Education
Barbara A. Gorenflo, Director, Student Teaching
Donald Staub, Program Coordinator, Office of Collaborative Education