

CHAPTER 16
MAJOR PROGRAM CHANGES IN THE COLLEGE OF EDUCATION,
1991-2004

There were far, far too many changes in course descriptions, course titles, course numbers, course prefixes, number of credit hours awarded, and in program admission/retention/exit requirements during 1991 to 2004 to begin to mention them in this document. In addition, there were a number of new courses created and previous courses deleted.

The content—in terms of courses—of programs had numerous changes, as well. Over time, we “fixed” a number of programs whose requirements included, for example, “take one of the 16 courses in list A and then one of the 14 courses in list B.” At one point, the number of possible majors and minors that could be used in the program to prepare elementary teachers was reduced greatly. Numerous examples of “simplification” and “focus” could be cited.

It would be safe to say that all EMU programs for professional educators had appreciable changes in content during 1991-2004, some multiple times. In a number of cases, the content changes were driven by revised policies of some external agency—the Michigan Department of Education, the specialized professional associations affiliated with the National Council for the Accreditation of Teacher Education (NCATE), or some other accrediting/approval body. In many instances, changes in content resulted from attempts to come into conformity with the state-determined objectives for the program (and thus the content of the mandatory state test for that field). “Best practice” and research findings drove changes in other instances.

The reader who wants to trace the history of the course content of College of Education (COE) and educator-preparation programs during the 1991-2004 period is best directed to the various issues of the EMU *Undergraduate Catalog* and the EMU *Graduate Catalog*. The reader who wants to trace the history of a particular course is best directed to the minutes of the meetings of the relevant department and to the minutes of the governance/approval bodies, in particular, the COE Council.

This chapter is devoted to the deletion and addition of total programs of study within the COE and/or that were offered for professional educator licensure. These included (not necessarily a complete listing):

Deletions

As soon as the 1991-1992 academic year got under way, groups set to work to generate the needed background documents for the 1992 NCATE report. In October 1991 there was formal approval by the COE Council of my “inventory” of 106 (!) discrete programs (later slightly increased, then later reduced) offered by EMU that fell under the NCATE definition of a

“professional education program.”⁵⁶ (As mentioned elsewhere, the “inventory” was constructed from catalog materials, advising sheets, miscellaneous file records, and records of the Michigan Department of Education. Many of these records were inconsistent with each other.)

After appropriate discussion and approval internal to the COE, in the spring of 1992, I recommended to the Provost that the program for preparing teachers of driver education should be discontinued at the end of the 1991-92 academic year, coinciding with the retirement of a certain faculty member. This was readily approved and communicated to the Michigan Department of Education.

At about the same time, after considerable discussion and several amendments, the University Council on Teacher Education (UCTE) approved a list of 20 acceptable majors and 27 acceptable minors for prospective elementary teachers. UCTE also approved a list of 32 acceptable majors and 33 acceptable minors (some of which were associated only with particular majors) for prospective secondary and K-12 teachers. The COE Council approved these recommendations, which I also approved. Although these numbers seemed large, they were, in fact, an appreciable reduction from what had previously been the case. The action still allowed for what I, for one, considered inappropriate combinations—an elementary teacher with a major in French and a minor in astronomy, for example—but “campus politics” was very much involved in what was included and excluded. At least for the moment, I (and others) “took what we could get,” especially in terms of moving in the right direction toward strong and focused initial preparation programs for elementary, secondary, and K-12 teachers.

A bit later, the COE Council endorsed a recommendation from the Basic Programs Committee to delete eight teaching fields from our campus rosters of programs eligible for use for a teacher preparation program. I supported this and the Michigan Department of Education was so notified. Thus, we did not need to prepare materials related to these fields for the forthcoming state and NCATE review. In the case of home economics education and vocational home economics education, this was based on an action in another EMU college that eliminated home economics as a major. In the cases of recreation, dance, conservation, and philosophy, there had been few or no recent majors/minors in these fields and we could not find any high schools (at least in our usual service area) that taught these subjects or had an interest in doing so. In the case of library science, our community advisory groups assured us that districts wanted to hire “media specialists,” rather than traditional print-oriented librarians. We were not well staffed to offer library science, anyway. In the case of bilingual Japanese, there was no demand other than for our small, but steady and strong, teacher preparation program in Japanese language and culture.

In 1994, we eliminated occupational therapy, long inactive, from our offerings. In 1995, upon the recommendation of the Committee on Basic Programs, the COE Council (and I) approved changing the list of approved majors for the elementary program from a list of 20 to a list of four that covered language arts, social studies, mathematics, and science. Similarly, it was approved to change the list of approved minors for the elementary program from a list of 25 to a

⁵⁶ There were, of course, a number of additional and valuable programs that did not lead to professional educator certification but that were offered through the COE.

list of 18. A policy change was also approved to require any person in the elementary program who was taking three minors (instead of a major and a minor) to take at least one of the minors from a list of four.

In 1995, based on a recommendation from the Committee on Advanced Programs, the COE Council (and I) approved that the specialist-level program for the preparation of school psychologists be discontinued at a time set by me, said time to coincide with the expiration of a reasonable period of time for the last remaining student in the program to have completed his/her program of studies. We did not have the resources to meet accreditation requirements for this small but respected program, and the Provost was unwilling/unable to provide them. Efforts were made to transfer the program to the Department of Psychology, but, for the same reasons, Psychology declined to accept the program.

In 1996, the COE Council recommended (and I approved), for the elementary education program, that the number of approved minors be reduced to 13. All students were to take a "structure of the disciplines" minor.

In addition, in 1996, upon recommendation of the Basic Programs Committee, the COE Council (and I) approved the deletion of a number of program options leading to an institutional recommendation. These included the "Urban Teacher Program variation" for both early childhood education and elementary education. Previously, the use of majors in communication, English language, and literature all led to a recommendation to teach "English," and these options were deleted in favor of the more generic program in English education. In addition, at the elementary level, the uses of sociology as a major and of minors in content and methods, English language, and literature were discontinued.

At the secondary level, we discontinued the use of majors in bilingual marketing education, bilingual office education, bilingual vocational-technical education, consumer home economics, dance, English language and literature, English language, geology, literature, and music therapy; and use of minors in consumer education, dance, drama/theatre for the young, English language, English language and literature, English literature, family life, and philosophy. For special education, discontinued was the use of (for elementary) minors in content and methods, English language, and literature; and the use of (for secondary) minors in consumer education, dance, drama/theatre for the young, English language, English language and literature, English literature, family life, and philosophy.

In 1997, astronomy was dropped from the list of approved minors for the secondary and special education secondary programs. In 1999, approvals were received to eliminate sociology from the list of approved majors for any EMU initial teacher preparation program. Further, the following minors were deleted from the approved list of minors for special education majors: economics, geography, geology, political science, psychology, and sociology.

Transitions

In the early 1990's, faculty members and other resources in early childhood education were moved, by action of the Provost, from the College of Health and Human Services to the COE. There was little immediate effect on curriculum in the field, but we in COE highly welcomed our new colleagues.

In 1994, previous programming in the College of Technology was re-shaped to meet the state requirements for marketing education and vocational marketing education. Between 1993 and 1996, there was a major "reconfiguration" of all aspects of our programming for preparing elementary teachers, an effort admirably and effectively led by Georgea Langer with the involvement of a great many others. This activity was later expanded to include the programming for preparing secondary teachers.

The Michigan Department of Education determined that, as of 1997, authorization to recommend in the field of social science was no longer available. Instead, a new social studies teaching field was made available. During 1994-1996, much effort went into our conversion of this teaching field into a related, but stronger, teaching field.

In 1998, steps were taken and approvals received to convert the teaching field of industrial arts into the teaching fields of industrial technology and technology and design. In 2003, based on an action of the Michigan Department of Education requiring such, we converted the art education major and minor into a certification area of visual arts education, an extended group major that did not require a minor. Similarly, in the same year, a new major and minor for integrated science at the elementary level were approved, replacing the science group major and minor at the elementary level.

Additions

In 1995, a "language arts" group major and a "language arts" group minor, both intended for the elementary program, were approved by all parties. In 1998, we approved the creation of the curriculum leading to the endorsement area of English as a second language. In 2001, we created a new major and minor in reading. In 2003, we approved a new master's program in health education and a graduate certificate program for school counselor licensure. (A few other graduate certificate programs had been created and approved previously.) A new "sport management" track was approved for the M.S. in physical education.

Doctoral program in educational leadership. All approvals for the Ed.D. (doctorate in education) in educational leadership had been received prior to my arrival at EMU, after efforts had been made as far back as 1975 to secure this as the institution's first doctoral program. But I arrived on campus approximately two months before the first cohort of students began their doctoral studies and thus, I had no role in the approval processes.

An enormous amount of credit must go to many faculty members and COE leaders, in addition to a number of EMU central administrators, who struggled for years to get the necessary approvals to offer this program and for EMU to be authorized to offer programming at this degree level.⁵⁷ However, EMU and COE forces were eventually successful!

In 1991, as I arrived, Martha Tack was Head of the Department of Leadership and Counseling and the person primarily responsible for implementing the doctoral program, assisted by William Hetrick, the first doctoral program coordinator in the department. Enormous credit goes to Martha (and Bill Hetrick)—and to their successors in these roles—for success in this effort. This involved recruiting and selecting students for the program, the creation of new courses, the hiring of new and additional highly-qualified faculty members, and the creation of a large body of policies—some to be implemented and administered within the department and some to be implemented and administered by the EMU Graduate Dean and his staff.

All involved, including myself, were extremely fortunate in the early months and years of the operation of the doctoral program to have the strong support of the Provost, then Ronald Collins, who provided the necessary funding to support the additional faculty members and the other expenses of the program, which were considerable. The Graduate Dean at the time, Ronald Goldberg, was also helpful in many ways in terms of all of the necessary policy development and implementation. Other central administrators, including then president William Shelton and Don Bennion, then Associate Vice President for Academic Affairs, were helpful in many ways, as well.

The program got off to a great start and, by 1994, Joanelle Long had completed all requirements and had received her Ed.D., becoming EMU's first doctoral graduate ever. In 1995, Norma Ross received her degree, becoming the second such graduate. By the 25th anniversary of the program, in 2016, some 221 persons had received the Ed.D. in educational leadership. Graduates of the program have assumed many major leadership positions in schools and universities in Michigan and elsewhere.

A 1996 focused visit on the Ed.D. program by the North Central Association resulted in a report that gave high praise to the program and all those associated with it. In general, "the team found that Eastern Michigan has implemented its new doctoral program with a level of support and quality that exceeds comparable programs in many more established institutions."

The report cited "a strong faculty"; "group collegiality"; "unusually rigorous" admissions requirements; "emphasis on practice"; and a high level of "commitment" on the part of faculty, university administration, and college administration. The field-based comprehensive examination was recognized as an innovative feature. The team held that "further reports or monitoring" were unnecessary.

Many (at least for the time and place) innovative practices were incorporated into the program over time, including creative combinations of interactive video, Internet technologies, and

⁵⁷ Opposition came from some of the public institutions in the state that were already offering the doctorate in educational leadership as well as from influential persons who held that EMU should not be a doctoral-granting institution. There was some internal resistance as well, based on the cost of operating any doctoral program.

faculty visits to the localities where the students lived/worked. Another innovation, which began in 1998, was a joint project with Grand Valley State University such as to offer the doctoral program in collaboration with their faculty and to serve students in the western part of the state.

In short, I have to consider the Ed.D. program in educational leadership one of the top academic successes during my time as dean of the COE at EMU.