

**Periodic Review/Program Evaluation**

**Recommendations from Review Panel Regarding Programs to Prepare  
Teachers of History (CC)**

**March 23, 2005**

<b>Institution: Central Michigan University</b>					
Program Level	Major (# Credits)	Minor (# Credits)	Group Major (# Credits)	Group Minor (# Credits)	Endorsement Only (# Credits)
Elementary	33	24			
Secondary	36-38	24			
K-12					
<b>Source of Standards/Guidelines:</b> Michigan State Board of Education				<b>Pub. Date:</b> March 2002	
<b>Program Assessment Summary/Recommendation</b>					
	Meets all standards and requirements	X	Not all standards and requirements are met	X	Insufficient documentation for program review
	Approval	X	Approval Pending		Approval Suspended
<b>Standards/Requirements Not Met:</b>					
<p>1.3 Describe the major eras within world history to 1500 and key events within those eras in order to examine relationships and to explain cause and effect.</p> <p>1.4 Describe the major eras within world history since 1500 and key events within those eras in order to examine relationships and to explain cause and effect.</p> <p>1.6 Understand narratives about major eras of world history by identifying the people involved, describing the setting, and sequencing events.</p> <p>1.9 Evaluate key decisions made at critical turning points in world history by assessing their implications and long-term consequences.</p> <p>These standard is not met. The scope of world history is not adequately addressed by a course in Western Civilization.</p>					

4.1 *The teacher candidate is knowledgeable about teach methods, curriculum organization, and instructional materials in history.*

4.2 *The teacher candidate can design, present, and assess instructional activities in history as described in the Michigan Curriculum Framework teaching and learning standards (higher order thinking, deep knowledge, substantive conversations, and connections to the world beyond the classroom).*

4.3 *The teacher candidate has had multiple experiences presenting history content to students.*

4.4 *The teacher candidate has made sustained use of technology appropriate to teaching history.*

4.5 *The teacher candidate can implement the Michigan Curriculum Framework content standards in the history classroom.*

4.6 *The teacher candidate will design and use assessments appropriate to the field of history.*

Reviewers are not able to assess whether the above standards have been met because of the following missing syllabi: ELE 340, EDU 493, EDU 325, as well as for the course titled *Studies in Racism and Cultural Diversity in the United States*.

**Additional information needed/action to be taken:**

Clarification of major/minor requirements presented in the Form XX matrix. The elementary major is listed as a 24-hour major. The courses marked as required seem to be double-counted for the majors at the 300-500 level.

Section 2: The global perspective appears to be minimal. Students are required to take Western Civilization instead of World History. The candidate is required to take only one non-western course as evidence of the global perspective.

Section 3: On the Instructional Faculty chart, in addition to the degree earned, the area of specialty for faculty members is not indicated.

Section 5: Insufficient description of the types of field experiences and level of candidate participation in K-12 classrooms.

**Comments:**

Section 2: The “CLEAR” model indicates a thoughtful and comprehensive for teacher preparation.

Section 7: History 30, The Craft of History, and History 496, Research Semina, provide history candidates a strong background in historical analysis, writing, and research.

Standard 2.4: History 111 and 112 - Scant evidence is provided in syllabi to indicate that the roles of women in U.S. History are examined.