

## Initial Approval of Specialty Program

### Recommendations from Review Panel Regarding Programs to Prepare Teachers of Educational Technology (NP)

May 22, 2007

Institution: Central Michigan University					
Program Level	Major (# Credits)	Minor (# Credits)	Group Major (# Credits)	Group Minor (# Credits)	Endorsement Only (# Credits)
Elementary					18
Secondary					18
K-12					
<b>Source of Standards/Guidelines:</b> Michigan State Board of Education				<b>Pub. Date:</b> 6-13-02	
<b>Program Assessment Summary/Recommendation</b>					
Meets all standards and requirements	X Not all standards and requirements are met		Insufficient documentation for program review		
Approval	X Program is not Approvable as Presented				
<b>Standards/Requirements Not Met:</b>					
<p>The proposed program of study, at 18 semester hours, is short of the requirements in Administrative Rule 390.1129, according to the new code adopted in November 2006. The application states, "Once students complete the required courses and one elective they will be eligible for the endorsement." The application document lists six required courses. The web site containing the program application documents lists an additional course, EDU 595, which is not one of the six. EDU 595 is prerequisite to EDU 708, one of the required courses. As the new state requirement is 20 credits minimum for endorsements, CMU can fix this deficiency by making the EDU 595 "elective" a required part of the program of study.</p> <p>1.3.1 <i>use, and foster the use of, educational technology-enhanced experiences to address state content and technology standards set forth in the Michigan Curriculum Framework.</i>            No syllabi in the application explicitly address curriculum content standards or frameworks. While the application claims alignment of lessons to standards is a "focus" of EDU643, it is not required in the syllabus, and</p>					

hence can be presumed as something left to the course instructor's discretion. (check sentence structure)

1.3.2 *apply educational technology to develop students' higher order skills and creativity, including critical thinking and the learning skills set forth in the Michigan Curriculum Framework.*

No syllabi in the application explicitly address development of K-12 students higher order thinking or creativity.

2.2.7 *apply specific-purpose electronic devices (such as a graphing calculator, language translator, scientific probe ware, or electronic thesaurus) in appropriate content areas.*

Application of "technologies other than computer technologies... graphing calculators, probe ware or palm devices" is not apparent in the EDU642 syllabus.

2.4.6 *configure a computer system and one or more software packages.*

"Configure a computer **system**" implies a higher level of technical know-how than what appears to be accomplished in EDU590.

2.6.12 *describe the characteristics and uses of current programming and scripting environments and evaluate their appropriateness for classroom use.*

Strictly speaking, HTML, CSS and SMIL are markup languages, not "programming and scripting environments." The scripting language in the Flash authoring environment fits, as would JavaScript, AppleScript and Visual Basic for Applications.

3.1.2 *identify and use national, state, and local guidelines to develop curriculum plans for integrating educational technology in the K-12 environment.*

No syllabi in the application explicitly address curriculum content standards or frameworks.

3.1.3 *plan strategies to mentor other educators and demonstrate leadership regarding Information Age learning practices and techniques.*

The application lacks satisfactory documentation to indicate this standard is met.

The following three standards deal with teaching K-12 students information technology concepts and skills, not using technologies to teach other subject matter. Despite the claim in the narrative, neither EDU590 nor EDU643 explicitly address these standards in their syllabi.

3.2.1 *design and practice methods and strategies for teaching concepts and skills related to computers and related technologies including keyboarding.*

3.2.2 *design and practice methods and strategies for teaching concepts and skills for applying productivity tools.*

3.2.3 *design and practice methods and strategies for teaching concepts and skills for applying information access and delivery tools.*

3.3 *Field Experiences – Candidates will participate in field experiences that allow them to (1) observe the use of educational technology to support instruction, and the evaluation of effectiveness of educational technology resources for teaching and learning; and (2) apply educational technology resources to support instruction in classroom settings.*

Reviewers cannot find evidence in the application that demonstrates the field experience requirement is met.

3.3.1 *observe and compare methods and strategies used in educational technology in a variety of authentic educational settings (i.e., elementary, middle, secondary, adaptive assistive classrooms, labs).*

It is not clear that students in the program will actually go out into school settings and observe teaching with technology. "Observe and compare" activities are not apparent in EDU653 as claimed in section VII. Supporting Documentation, Field Experiences. Field work also is claimed for EDU653 in the Program Summary and matrix item 3.3.1, but not present in syllabus.

3.3.2 *develop and teach a series of lessons that apply educational technology resources to support instruction.*

"Pilot an instructional multimedia package within an educational setting" does not seem to be a complete implementation of the standard. In addition, the piloting activity does not appear in the syllabus.

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

There are significant inconsistencies between the EDU590 syllabus embedded in the application web page and the EDU590 syllabus (pdf file) pointed to by the web site containing the program application. The embedded syllabus appears to be more recent. Therefore, reviewers completely ignored ALL the course syllabi provided in pdf files on the application web site and attended ONLY to the syllabi embedded in the application web page.

The program summary is quite short and does not address all six bullet points listed in the directions for the application form.

Attachment 3 is incomplete; does not designate the program standards referenced and does not include course descriptions. Also, Attachment 3 shows no electives, though an "elective" is required according to the Program Summary. However, see above recommendation regarding EDU 595.

The application contains an internal inconsistency regarding the title of EDU590. Attachment 3 and the narrative for this standard call it "Microcomputers in Classroom Instruction," as does the syllabus embedded at near the end of the application web page. However, the program summary calls the course, "Technology in Education," as does the syllabus (pdf file) pointed to by the web site containing the program application. There appear to be four different course titles used for EDU590 at various points in the application.

## Section VII. Supporting Documentation

- Course Descriptions – A link is provide to a list of seven course titles, which in turn are links to pdf files containing syllabi. As noted above, there are significant inconsistencies between the EDU590 syllabus embedded in the application web page and the EDU590 syllabus (pdf file) panted to by the web site containing the program application. CMU Faculty should check other files for internal consistency.
- Syllabi – See immediately preceding comment on Course Descriptions. The same URL is provided.

### **Comments:**

#### Section VIII. Experimental Program Description (Rule 53)

Since this is NOT and experimental program application (the NP endorsement is an officially approved option by the Michigan State Board of Education), section VIII should be left blank. However, some of the text provided under "Program Purpose" might well find a home under section V. Program Summary.

In the matrix, Std. 1.3.3 is mislabeled as Std. 1.3.4, but seems to be well met in course syllabi. Also Std. 1.3.4 is mislabeled as Std. 1.3.5, but well met in course syllabi.

Standard 1.2.5 – Attention to pK-12 student learning appears to be a strength that spans the entire proposed program.

Standards 1.5.4, 2.3.1, 2.3.2 and 2.3.4– It appears that the prerequisite course, EDU595, makes a significant contribution to meeting these standards, but is not referenced in the matrix.

Standards 2.5.1 through 2.5.7 – The manner in which these standards are addressed is a noteworthy strength of CMU's proposed program.

Standards 2.6.1 through 2.6.15 – Generally, these standards are addressed in an exemplary manner in CMU's proposed program. (Note one exception above)