



**MURRAY**

**STATE UNIVERSITY**

**College of Education  
and Human Services**

**INSTRUCTIONAL COMPUTER TECHNOLOGY**

**ENDORSEMENT**

**(GRADES P-12)**

**PROGRAM SUBMISSION**

**SEPTEMBER, 2015**

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## Executive Summary

### *Theme of the Unit*

The mission of the College of Education and Human Services is the preparation of leaders for successful careers that positively impact communities as advocates and practitioners, through student-centered, authentic, and engaging academic programs. The college envisions being recognized for producing graduates who foster excellence in their communities. The college's education programs support that mission and vision by ensuring candidates exemplify the knowledge, skills, dispositions, leadership qualities, and decision-making skills necessary to serve as effective educators in their communities. The goal of the college's educator preparation program is to produce candidates who demonstrate the characteristics of a Murray State University graduate, the proficiencies delineated by Kentucky Teacher Standards and the knowledge required by learned societies. "Educator as a reflective decision-maker" is the unit's theme. Murray State University graduate candidates will be educators who are inclusive, responsible, enthusiastic, caring, confident, and ethical. Candidates demonstrate professional dispositions throughout their course work and action research projects while developing their capacity as teacher leaders who foster excellence in their classrooms, schools, districts, and communities.

### *Unique Features*

Murray State University (MSU) has long recognized teacher preparation as a major institutional focus. Established in 1922 by the Kentucky General Assembly as Murray State Normal School, the institution was renamed Murray State College in 1948 and achieved university status in 1966 as Murray State University. This tax-supported residential comprehensive university is composed of the Hutson School of Agriculture, School of Nursing and Health Professions, and four academic colleges: College of Education and Human Services, Arthur J. Bauernfeind College of Business, College of Humanities and Fine Arts, and Jesse D. Jones College of Science, Engineering and Technology. The university fosters an exciting and challenging learning environment by emphasizing student-centered learning and educational experiences; preparing graduates to succeed in a culturally diverse, technologically oriented society; developing collaborative relationships with alumni and community constituents; promoting international education; and academic outreach.

MSU serves an 18-county region in the heart of the Jackson Purchase area of Western Kentucky. In fall 2015, the university's enrollment was 10,614 students. MSU has the highest graduation rate (53.1%) and the highest retention rate (72.4%) of among public comprehensive universities in the Commonwealth. Murray State University has consistently been ranked among the top Southern regional and liberal arts colleges in the *U.S. News & World Report's* annual publication, *America's Best Colleges* and has been listed in Kiplinger's *100 Best Values in Public Colleges*. Senior Surveys indicate that students are positive about their overall education as well as their chosen major in teacher education at Murray State. The Southern Association of Colleges and Schools (SACS) has continuously accredited Murray State since 1928.

Until July 2014, the College of Education departments were: Adolescent, Career and Special Education; Early Childhood and Elementary Education; and Educational Studies, Leadership and

Counseling. During a summer 2014 university-wide academic reconfiguration, the College of Education transformed into the College of Education and Human Services (COEHS). The Department of Community Leadership and Human Services and the Center for Communication Disorders joined the unit. Please reference the COEHS organizational flowchart at <http://coekate.murraystate.edu/ncate/st/general.htm>.

COEHS is a member of the American Association of Colleges for Teacher Education (AACTE), Teacher Education Council of State Colleges and Universities (TESCU) and is accredited by the National Council for the Accreditation of Teacher Education (NCATE). Initial accreditation from NCATE was received in 1954. Murray State University has actively pursued and maintained NCATE accreditation for its teacher preparation program. In fall 2016, the unit will seek Council for the Accreditation of Educator Preparation (CAEP) accreditation.

### ***Rationale for the Program***

Program participants learn how to develop more effective instruction with appropriately infused technology so that all students can learn at higher levels. Participants will develop the skills and dispositions of reflective decision-makers through program experiences that prepare them to assess and identify instructional computer technology opportunities in the classroom, to develop technology-infused instruction, and to reflect on and refine the impact of their instruction on student learning.

### ***Admission and Exit Requirements***

Continuous assessment procedures are used to document and systematically monitor candidate progress throughout the education program to ascertain candidates' proficiency in the Kentucky Teacher Standards and specialized standards associated with their program's focus. Checkpoints provide data to facilitate faculty's efforts to make recommendations for improvement, remediation, or candidates' continuance in the program. To become admitted to a graduate teacher education program, candidates must meet these requirements:

- Hold a baccalaureate degree from a regionally accredited college or university.
- Have a valid teaching certificate for the elementary, middle school, or high school level.
- One year of teaching experience (may be the intern year).
- Submit official transcripts of all previous college credit to Graduate Admissions.
- Admission to the Murray State University graduate program.
- To qualify for unconditional admission, candidates must have an appropriate undergraduate degree and an overall undergraduate GPA  $\geq 3.0$ .
- Candidates must have a GPA  $\geq 2.50$  and meet additional program requirements to gain conditional admission to MSU graduate school. They must earn a GPA  $\geq 3.0$  during the first nine hours of graduate course work and address any additional missing requirements (e.g. letter of eligibility).
- Receive departmental approval to gain entry to the graduate teacher education program.

To continue in the graduate teacher education program, candidates must meet these requirements:

- Within the first semester of course work, consult with an academic advisor to complete a planned program of study detailing required course work toward completion of the degree. This form must be approved by the academic advisor and collegiate coordinator of graduate programs and filed in Teacher Education services.
- With the department's and adviser's approval, candidates may transfer up to 12 semester hours of relevant graduate credit from a regionally accredited institution. The grade in each transfer course must be a B or better.
- Maintain enrollment at Murray State University.
- Submit additional documentation identified as part of conditional admission.
- Maintain a GPA  $\geq 3.0$  in all graduate course work.
- Earn a C or higher grade in every graduate course.

To exit the graduate teacher education program, candidates must meet these requirements:

- Complete course work delineated on the planned program of study.
- Submit course substitutions as approved by an academic advisor.
- Finish course work within eight calendar years from the beginning of the very first course leading to the graduate degree.
- Maintain a GPA  $\geq 3.0$  in all graduate course work.
- Earn a C or higher grade in every graduate course.
- Completion of the program with a minimum 3.0 GPA and a passing score on the portfolio shall result in a recommendation for the instructional computer technology endorsement (P-12).
- File a formal application to graduate from Murray State University.

### ***Modes of Delivery***

Course work is delivered through multiple venues: traditional (face-to-face), hybrid (part traditional, part online), interactive television, and online. Depending upon the graduate program, candidates may participate in a cohort model of systematic delivery.

### **Conceptual Framework**

All teacher certification programs at Murray State University share the same conceptual framework. This document is available at [http://coehsnet.murraystate.edu/program\\_submissions/](http://coehsnet.murraystate.edu/program_submissions/).

### **Continuous Assessment**

All teacher certification programs at Murray State University share a continuous assessment plan. This document is available at [http://coehsnet.murraystate.edu/program\\_submissions/](http://coehsnet.murraystate.edu/program_submissions/).

## **Program Experiences**

### **A. Courses and Experiences**

The Instructional Computer Technology (ICT) Endorsement Program supports the College of Education and Human Services' (COEHS) overall theme by encouraging individuals to become reflective decision-makers (Table 3). Reflection is closely intertwined into every course, with

activities that require candidates to examine growth, or lack thereof, in topics related to educational/instructional technology. Most activities are data-driven and require the reporting of numerical growth over the course of the program.

The ICT Endorsement Program has the overall goal of preparing P-12 certified teachers to infuse technology into the instructional and administrative processes. Candidates are encouraged to explore, seek out and fulfill leadership positions that supervise and/or encourage the use of technology in a variety of public and private school settings. The purpose of this program is to introduce, enhance, and extend the candidate's overall knowledge of instructional and educational technologies as it applies to the education on children, preschool thru twelfth grade. Advance expertise will be gained through a variety of experiences that are based upon best-practices pedagogy involving instructional technology. Topics include, but are not limited to, technology-based curriculum creation, the integration of technologies into the classroom, trends in instructional technology, topics in educational technology for school leaders, and advance instructional technology for use with diverse learners.

### ***Code of Ethics***

This program requires all entrants to hold a valid Kentucky teaching certificate. Once they have completed all program and certification requirements, they submit a CA-1 application for Kentucky Certification. The application includes a section entitled *Character and Fitness*. By signing the form, graduates attest they have abided and will continue to adhere to the *Professional Code of Ethics for Kentucky School Personnel*. The **Kentucky Code of Ethics** is revisited during each of the required courses, where fair use of technology resources is emphasized for candidates and their students. Ethical issues of access for students with disabilities is also explored using adaptive devices as a means to increase student access to education. Technology is also used to analyze and report student achievement data where access to a quality education becomes an ethical and social justice issue.

### ***Teaching of Writing and Reading Skills***

Graduate students that enter this program are previously certified in their field with the requirement of teaching reading and writing pertinent to their initial degree program. Reading/Writing is also addressed throughout the program on the professional and instructional level. Candidates are encouraged to develop their professional reading and writing skills by engaging in and reporting upon research related to instructional/educational technology. In EDU 606, candidates are required to critically read articles from technology related journals and write reports analyzing the topic. In EDU 626, candidates interview an education-based technology professional and they write about and report upon what was derived from the conversation. On the instructional level, candidates are required to demonstrate an awareness of instructional technology resources that enhance reading/writing instruction for the P-12 classroom.

### ***EPSB Themes***

Effective educators need to be equipped with the knowledge, skills, dispositions, and decision-making skills necessary to address the needs of a diverse student population. Therefore, the

Kentucky Education Professional Standards Board has identified four important themes (diversity, assessment, literacy, closing the achievement gap) to be integrated throughout candidates' academic course work. Furthermore, the unit's theme of Educator as a Reflective Decision-Maker is emphasized throughout candidates' program preparation. The EPSB Theme and Conceptual Framework Alignment Table depicts the degree to which these themes are addressed in multiple courses.

### EPSB Theme and Conceptual Framework Alignment

EPSB Theme	Course				
	EDU 606 <sup>R</sup>	EDU 626 <sup>R</sup>	CTE 667	ADM 670	SED 614
Diversity	X	X	X	X	X
Assessment		X		X	
Literacy	X	X	X		
Gap				X	X
<b>Murray State University – College of Education &amp; Human Service – Conceptual Framework</b>					
Reflective Decision - Maker	X	X	X	X	X

X – Theme Addressed, <sup>R</sup> Denotes Required Course

### *Instructional Computer Technology Course Descriptions*

The ICT Endorsement Program consists of four courses (12 credit hours). Of those hours, six (6) are prescribed and six (6) are elective. See the applicable course descriptions below and the program guide sheet. Courses are offered in online and face-to-face formats, with the entire endorsement being completed in either a hybrid (75% online, 25% face-to-face) or 100% online format.

#### Required Courses – 6 Credit Hours

- **EDU 606: Preparation of Curriculum Materials** – A course involving the producing of learning materials for use in the elementary and secondary schools.
- **EDU 626: Integration of Educational Technology** – Students use a range of traditional, interactive, and emerging technology tools to enhance learning. Students demonstrate knowledge of existing instructional practices as well as compose and produce artifacts using available resources.

#### Elective Courses – 6 Credit Hours

- **CTE 667: Emerging Trends in Instructional Technology** – A study will be made of trends in industrial technology affecting career and technical education, including competency-based education, management by objectives, objectives exchange systems, information storage and retrieval, instructional models, etc.

- **ADM 670: Topics in Educational Technology** – Critical aspects of the management and administration of educational technology will be addressed. Topics covered may include administration and instruction, school and classroom management, networking, distance learning, statistical reporting, pupil scheduling, information retrieval systems, and technology policy issues.
- **SED 614: Advanced Instructional Technology** – This course includes instruction in technology that is requisite for the Individual Education Program (IEP) for students with mild disabilities. This includes, but is not limited to, assistive technology, technology as a means to meet the needs of different learners, types, and students as users of technology.

Course objectives are based upon a variety of state, national, and learned society standards. Within the available courses, objectives are based upon the Kentucky Teacher Standards, the International Society for Technology in Education's (ISTE) Standards for Teachers, and Standards for Administrators.

### *Assessment*

The objectives and standards that guide the program content, derived from the standards described above, also serve as an instrument to provide **continuous assessment** throughout the endorsement program. The program continuously assesses students by collecting, analyzing/evaluating, and reporting upon candidate artifacts that demonstrate the state, national, and professional standards mentioned in earlier paragraphs. Students are required to submit one artifact, selected by the instructor, for evaluation during each course. Major projects are submitted during the two required courses, with smaller artifacts being submitted during elective courses.

Considering that the ICT Endorsement is only one part of a graduate program, or is completed in addition to a graduate degree, only a portion of the KTS standards are assessed. In alignment with other accrediting agencies, the ICT Endorsement Program has developed and assesses two student learning objectives (SLO), listed below. Each learning objective is assessed using two formative and two summative instruments.

1. **Student Learning Outcome 1:** Graduate candidates will demonstrate growth in proficiency with the use of modern and emerging instructional technologies (KTS Standard 6; ISTE Standards\*T #1, 2, 3 & 5).
  - a. Formative Instruments
    - i. Mid-Term Reflection (EDU 606 & EDU 626)
    - ii. Applications Unit (EDU 606)
  - b. Summative Instruments
    - i. Teacher Technology Self-Assessment (TSA) (EDU 606 & EDU 626)
    - ii. Professional Growth Project (EDU 606)
2. **Student Learning Outcome 2:** Graduate candidates will design appropriate, research-based, technology-enriched instruction for use in the classroom (KTS Standard 6; ISTE Standards\*T #1, 2, 3 & 5).
  - a. Formative Instruments

- i. Research Inquiry Project (EDU 606)
  - ii. Instructional Lesson Conversions (EDU 626)
- b. Summative Instruments
  - i. Instructional Unit (EDU 626)
  - ii. Implementation Video (EDU 626)

## B. Specialty Professional Association (SPA) Standards

### ISTE Standards for Teachers, Administrators

Standard	Course				
	EDU 606 <sup>R</sup>	EDU 626 <sup>R</sup>	CTE 667	ADM 670	SED 614
ISTE Standards*T #1	X	X*	X		X
ISTE Standards*T #2	X*	X*	X*		X*
ISTE Standards*T #3		X*	X*		X
ISTE Standards*T #4	X	X*	X		
ISTE Standards*T #5	X*	X	X*		
<b>Related Assessments</b>					
EDU 606	Mid-Term Reflection, Applications Unit, Teacher Technology Self-Assessment, Professional Growth Project, Research Inquiry Project, Digital Citizenship Brochure, Course Reflection				
EDU 626	Mid-Term Reflection, Teacher Technology Self-Assessment, Instructional Lesson Conversions, Instructional Unit, Implementation Video, Professional Interview, Digital Citizenship Project, Course Reflection				
CTE 667	Technology Integration Activities, Instructional Technology Book Report, Professional Growth Project, Course Reflection				
ADM 670	Technology Management Plan, Module Application Activities, Mid-Term Reflection, Course Reflection				
SED 614	Assistive Technology Paper, Journal Article Reviews				

X – Standard Addressed, \* - Standard Assessed, <sup>R</sup> Denotes Required Course

ISTE Standards\*T – International Society of Technology in Education Standards for Teachers

ISTE Standards\*A – International Society of Technology in Education Standards for Administrators

#### **ISTE Standards\*T**

- Standard 1: Facilitate & Inspire Student Learning & Creativity
- Standard 2: Design & Develop Digital-Age Learning Experiences & Assessments
- Standard 3: Model Digital Age Work & Learning
- Standard 4: Promote and Model Digital Citizenship & Responsibility
- Standard 5: Engage in Professional Growth & Leadership

## **ISTE Standards\*A**

- Standard 1: Visionary Leadership
- Standard 2: Digital-Age Learning Culture
- Standard 3: Excellence in Professional Practice
- Standard 4: Systemic Improvement

Standard 5: Digital Citizenship

### C. Kentucky Teacher Standards in Instructional Computer Technology Courses

The Kentucky Teacher Performance Standards are integrated throughout core courses and secondary education methods courses as demonstrated in the table below. Candidates are introduced to the standards in early coursework where they gain knowledge (K) of the role performance standards play in becoming reflective decision-makers. As coursework progresses, the standards are applied (A) in lesson plans and other instructional activities.

Standard	Course				
	EDU 606 <sup>R</sup>	EDU 626 <sup>R</sup>	CTE 667	ADM 670	SED 614
KTS 1				K	A
KTS 2		A*	A	A	K
KTS 3	A	A	A		
KTS 4		A*	A	A	K
KTS 5				A	A
KTS 6	E*	E*	A*	A*	A*
KTS 7	A	A	A	A	A
KTS 8		A			A
KTS 9			A*	A	
KTS 10	A		A	A*	
Related Assessments					
EDU 606	Mid-Term Reflection, Applications Unit, Teacher Technology Self-Assessment, Professional Growth Project, Research Inquiry Project, Digital Citizenship Brochure, Course Reflection				
EDU 626	Mid-Term Reflection, Teacher Technology Self-Assessment, Instructional Lesson Conversions, Instructional Unit, Implementation Video, Professional Interview, Digital Citizenship Project, Course Reflection				
CTE 667	Technology Integration Activities, Instructional Technology Book Report, Professional Growth Project, Course Reflection				
ADM 670	Technology Management Plan, Module Application Activities, Mid-Term Reflection, Course Reflection				
SED 614	Assistive Technology Paper, Journal Article Reviews				

K – Knowledge, A – Application, E - Evaluation, <sup>R</sup> Denotes Required Course, \* Denotes Applicable Assessment

### D. Kentucky Core Academic Standards (KCAS)

The Kentucky Core Academic Standards are addressed throughout the ICT Endorsement Program. At the beginning of each required course, EDU 606 and EDU 626, candidates are asked to identify technology elements within the KCAS standards. Students then use the identified standards to design technology-based lessons that demonstrate appropriate learning pedagogy as it relates to instructional technology. In addition to directly addressing technology related KCAS standards, candidates research, report upon, and demonstrate technologies that are content area specific and that can be used to teach a variety of content standards in the classroom.

### E. Program Faculty

NAME	HIGHEST DEGREE, FIELD, & UNIVERSITY	ASSIGNMENT	FACULTY RANK	SCHOLARSHIP, LEADERSHIP IN PROFESSIONAL ASSOCIATIONS, AND SERVICE	STATUS
<b>Reed, Dusty</b>	Ed.D, Leadership and Professional Practice, Specialization in Educational Technology and Professional Development, Trevecca Nazarene University.	Assistant Professor, Elementary School Program Co-Coordinator, Instructional Computer Technology Program Coordinator	Assistant Professor	<ul style="list-style-type: none"> <li>• Presentation: Reed, D. (July, 2015) Technology PD for Free. Snapshot Presentation. International Society of Technology in Education, International Conference; Philadelphia, Pennsylvania.</li> <li>• Presentation: Reed, D. (March, 2015). Digital Assessment in the P-12 Classroom. Lecture Presentation – Teacher Strand. Kentucky Society of Technology in Education (KySTE), Annual Regional/State Conference; Louisville, Kentucky.</li> <li>• Service: KY Education Professional Standards Board – Content Area Program</li> </ul>	Full-time to institution, full-time to unit, part-time to program

				Reviewer – Information Computer Technology Endorsement Program	
<b>Umstead, Eric</b>	Ed.D, Educational Administration and Supervision, Tennessee State University	Assistant Professor, Residential College Head	Assistant Professor , Tenured	<ul style="list-style-type: none"> <li>• Residential College Head</li> <li>• State/National Referred Presentations</li> <li>• KTIP (KY Internship Program) Supervisor</li> <li>• Student Teacher Supervisor</li> <li>• Roads Scholars – Team Captain</li> </ul>	Full-time to institution, part-time to unit, part-time to program

#### **F. Curriculum Contract/Guidesheet**

Program coordinators ensure current guidesheets are available for advisors and students (<http://coekate.murraystate.edu/coecms/ncate/manager/advsheet>). Guidesheets are used by academic advisors, students, and faculty to ensure consistency and clarity of program requirements.

**Murray State University**  
**Instructional Computer Technology Advising Form**  
**Endorsement for Instructional Computer Technology: P-12**

Advisor \_\_\_\_\_ Date \_\_\_\_\_

Student \_\_\_\_\_

Last Name                      First Name                      MI                      M#

\_\_\_\_\_ Address \_\_\_\_\_ Phone Number \_\_\_\_\_

Program Prerequisites:

1. The possession of a valid teaching certificate for the elementary, middle school, or high school level.
2. One year of teaching experience (may be the intern year).
3. Admission to graduate study at Murray State University.

Program of Studies: Program participants learn how to develop more effective instruction with appropriately infused technology so that all students can learn at higher levels. Participants will develop the skills and dispositions of reflective decision-makers through program experiences that prepare them to assess and identify instructional computer technology opportunities in the classroom, to develop technology-infused instruction, and to reflect on and refine the impact of their instruction on student learning. Completion of the program with a minimum 3.0 GPA and a passing score on the portfolio shall result in a recommendation for the instructional computer technology endorsement (P-12).

Note: The student's progress will be continuously assessed throughout the program, with a portfolio based on the advanced-level performance indicators of Standard 6 of the Kentucky Teaching Standards as one of the main monitoring instruments. Students are required to provide at least one artifact from each of the courses that they take in the program, both core and electives.

Required Courses

<u>Course</u>	<u>Title</u>	<u>Hours</u>	<u>Grade</u>
EDU 606	Preparation of Curriculum Materials	3	_____
EDU 626	Integration of Educational Technology	3	_____

Select Two Courses

CTE 667	Emerging Trends in Instructional Technology	3	_____
SED 614	Advanced Instructional Technology	3	_____
ADM 670	Topics in Educational Technology	3	_____

\_\_\_\_\_  
 Advisor's Signature                      Date

\_\_\_\_\_  
 Student's Signature                      Date

## **G. Syllabi**

Common course syllabi, posted on the unit's intranet site, ensure all course instructors provide a consistent, quality delivery of each education course. These may be accessed at <http://coekate.murraystate.edu/coecms/ncate/manager/syllabi/>.

**EDU 606**

**EDU 626**

**CTE 667**

**ADM 670**

**SED 614**