



State of Wisconsin  
Department of Public Instruction

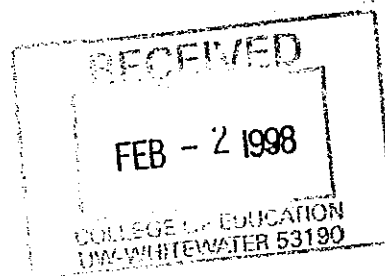
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John T. Benson  
State Superintendent

Steven B. Dold  
Deputy State Superintendent

January 26, 1998

Jeffrey Barnett, Dean  
College of Education  
UW-Whitewater  
Winther Hall, Room 2030  
Whitewater, WI 53190



Dear Dr. Barnett:

This letter is to confirm that the University's program leading to an instructional technology specialist license has been approved.

Should you have questions regarding this program, please feel free to contact Kathryn Lind, Teacher Education Consultant, at (608) 266-1788 or Richard Sorenson at (608) 261-7430.

Sincerely,

A handwritten signature in cursive script that reads "Peter J. Burke".

Peter J. Burke, Director, Teacher Education and Licensing  
Division for Learning Support: Instructional Services

PJB:kkn  
cc: Teacher Education and Licensing Teams



CURRICULUM PROPOSAL FORM #7  
University of Wisconsin-Whitewater

OTHER CURRICULAR ACTION

DESCRIPTION OF ACTION: New Licensure - Instructional Technology Specialist 903

SPONSOR(S): Anne Zarinnia and Eileen Schroeder

DEPARTMENT(S): Educational Foundations

COLLEGE(S): Education

EFFECTIVE TERM: Spring 1998

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ATTACH THE PROPOSAL

## **Application for Instructional Technology Specialist License (903)**

Library Media Program, University of Wisconsin-Whitewater

November 12th, 1997

### **Justification**

The Library Media Program at UW-Whitewater has a long tradition of preparing school library media specialists in the state. Over the years, the role of the library media specialist has evolved beyond one of managing print materials and teaching information literacy skills to that of information specialist, teacher, instructional partner, and program administrator dealing with information in a wide range of formats. The new library media specialist often works with teachers, using strategies integrated in the school's curriculum, to develop in students information literacy skills. As information formats and networks for their distribution have grown, the library media specialist is also asked to manage technology in the school, instruct both students and teachers in its use, and help guide school planning to integrate technology into the curriculum.

Currently, library media specialists undertake two levels of licensure:

- the Initial Instructional Library Media Specialist license (901), an initial 5-year license and
- the Instructional Library Media Specialist license (902), required for permanent certification.

Students at UW-Whitewater can complete the 901 license at either the undergraduate or graduate level. Once they are in a school library media position, they complete the 902 license by completing six courses at the graduate level. These courses are:

- |         |   |
|---------|---|
| 423-752 | Instructional Design                                |
| 422-751 | Administration of Educational Media Programs        |
| 422-715 | Current Trends in K-12 Literature and Related Media |
| 422-641 | Computer Applications in the Library Media Center   |
| 422-756 | Information, Virtual Libraries, and the Internet    |

and one of the following:

- |         |   |
|---------|---|
| 422-754 | Advanced Design and Production of Instructional Materials OR  |
| 422-755 | Hypermedia in School Library Media and Technology Programs OR |
| 422-638 | Utilization of Instructional Television Resources             |

As library media specialists take on more technology functions, they seek additional course work and have requested the Instructional Technology Specialist (903) licensure, which has been the norm in other programs around the state. Students with the 903 Instructional Technology Specialist licensure will be prepared to work with school districts in planning and managing information and

technology resources, integrating technology and information in a variety of formats into the curriculum, and working with teachers and students in using technology in teaching and learning.

### **Relationship to Program Objectives**

UW-Whitewater's Library Media program has developed a reputation for strength in instructional technologies and in preparing library media specialists who can:

- offer leadership, consulting, and referral assistance in the use of instructional and information technologies;
- provide intellectual and physical access to information and ideas to a diverse population with rapidly changing needs;
- select, acquire, organize, and provide access to resources, activities, and experiences that represent a diversity of viewpoints;
- train students and teachers to become discriminating users and skilled creators of information in various media;
- motivate students to create the habit for lifelong learning;
- ensure equity and freedom of access unimpeded by social, cultural, economic, geographic or technological constraints;
- promote creative activity, literacy and enjoyment of reading, and viewing, listening, thinking and communication skills within the school population;
- manage and organize media center staff, budget, and resources effectively; and
- facilitate and promote the complete school program by working closely with administrators, teachers, students, and parents.

This proposal presents a way for those with a 902 license, who may be also working on the MS in C&I with the Library and Information Technology emphasis, to gain additional networking, technology, curriculum, and software skills in the context of the 903 Instructional Technology Specialist License. It also makes it possible for students pursuing the MS in C&I with the Technology Enhanced Education emphasis to work toward this licensure through course work in networking, multimedia production, administration, and instructional design.

This 903 Instructional Technology Specialist licensure ties in with the goals of the Library Media program. Those completing the 903 licensure will be prepared to be leaders in a school district's efforts to plan, select, develop, and implement technology that supports the learning of students. They will have a conceptual understanding of learning, curriculum, instructional strategies, and management as well as a strong background in technology knowledge and skills. More importantly, they will have developed a philosophy of equitable, ubiquitous, and easy access to technology for all students and teachers. They will be prepared to look beyond the present and help plan the future.

## **Budgetary Impact**

This licensure will be implemented with existing courses at UW-Whitewater. It is expected there will be slight increase in enrollment in some of these classes, that, for the foreseeable future, can be absorbed into existing course sections.

College of Education technology facilities have been described in D.P.I. Review as some of the best in the state. Continuing support of the technology available in the College is vital. Labs must continue to upgrade hardware and software to keep up with new developments. Network access must be reliable and rapid. Students off campus must have access to the same resources as those available to students on campus. To do this, the College of Education must continue to provide the budget and institutional support for:

- network access
- distance education technologies
- Internet access (including for off-campus students)
- lab support for student help, hardware, software

## **Other Programs Affected in Other Academic Units**

Students would take courses largely in the College of Education, most of them in Educational Foundations. The Department of Curriculum & Instruction would allow licensure students to take the following required courses:

- 430-754 Educational Software Implementation K-12
- 430-725 Curriculum Development and Integration

They would also offer the following courses as electives:

- 430-676 Current Topics in Instructional Computing
- 430-716 Integrating Software and Technology into the Reading and Early Childhood Curriculum
- 430-735 Managing and Implementing Instructional Computing Programs

In addition, to those in the College of Education, this proposal includes several courses in the College of Business and Economics. Business Education would allow students in the licensure program to take the following courses:

- 220-778 Network Administration for the End User (220-772 or permission of instructor is prerequisite)
- 220-772 Business Technologies

The Management Department would allow students enrolled in a graduate degree program to take 250-721, Managerial and Organizational Behavior.

## **Courses**

For students eligible to hold a Wisconsin license to teach or having completed an approved teacher education program, these 30 credits of graduate course work will address the PI 3.43 and PI 4.7 competencies enumerated in the attached *Required Course work and Competencies* grids.

*Required courses.* Students would take each of the following:

- 422-751 Administration of Educational Media Programs
- 423-752 Instructional Design
- 422-755 Hypermedia in School Library Media and Technology Programs
- 422-756 Information, Virtual Libraries, and the Internet
- 422-638 Utilization of Instructional Television
- 430-754 Educational Software Implementation K-12
- 430-725 Curriculum Development and Integration
- 220-778 Network Administration for the End User (220-772 is prerequisite)

They would also take one course from the following:

- 422-754 Advanced Design and Production
- 430-676 Current Topics in Instructional Computing
- 430-716 Integrating Software and Technology into the Reading and Early Childhood Curriculum
- 423-681 Human Abilities and Learning

and one course from the following:

- 220-772 Business Technologies
- 422-641 Computer Applications in the Library Media Center
- 430-735 Managing and Implementing Instructional Computing Programs
- 250-721 Managerial and Organizational Behavior (Prerequisite: Must be enrolled in a graduate degree program)

Submitted by Eileen E. Schroeder, Ph.D. And E. Anne Zarinnia, Ph.D.,  
Department of Educational Foundations  
November 12th, 1997

Course work and Competencies for Department of Public Instruction License as Instructional Technology Specialist (PI-3.43)

903 Competencies in Required Courses (24 cr.) 904, or teaching license plus master's in approved instructional technology program, or 30 graduate credits in an approved instructional technology program covering competencies below:	423-752 Instruc- tional Design	422-750 Virtual Lib & Internet	422-751 Admin Ed. Media & Tech	430-756 Ed. Software Impl.	422-755 Hyper- media	422-638 Instruc- tional TV	430-725 Curric Dev & Integrat.	220-770 Network Admin. For User*
1. Application of the principles of learning theory to the design of instructional media;	x				x	x		
2. Determination of instructional objectives and development of specifications for media appropriate to meet those objectives;	x				x	x		
3. Translation of media design into workable production plans and production of graphic, projected, and electronic media;	x				x	x		
4. Planning and management of complex operations involving instructional technology, including facility design, work scheduling, and budgeting;	x		x			x		x
5. Training, direction, and evaluation of personnel involved in instructional technology activities;			x					
6. Promotion of effective use of media and other resources and technol. by providing inservice instruction for teaching staff;		x	x			x		
7. Application of microcomputer technology in teaching and learning activities;	x	x		x	x	x	x	x
8. Development and application of standards for evaluation of media produced by local school district staff;			x	x	x	x		
9. Analysis of present and future curriculum requirements to identify instructional technology needs;	x		x		x			
10. Planning and management of effective procedures for selection, purchase, maintenance, and repair of instruct. Equipmt.			x			x		x
11. Source of information on current and future trends and developments in instructional technology;		x			x	x		x
12. Principles and theories of general elementary and secondary curriculum development and educational psychology;	x			x			x	
13. Establishment and maintenance of effective interpersonal relations with entire educational community, including students, parents, school personnel and administrators.			x					

Students would also take one three credit course from each column below to complete the 30 credit requirement:

422-754 Advanced Design and Production	220-772 Business Technologies
430-676 Current Topics in Instructional Computing	422-641 Computer Applications in the Library Media Center
423-681 Human Abilities and Learning	430-735 Managing and Implementing Instructional Computing Programs
430-716 Integrating Software and Technol. into Reading and Early Childhood	250-721 Managerial and Organizational Behavior**

\* Prerequisite: 220-772 or permission of instructor

Submitted by Eileen Schroeder and Anne Zarinnia, September 1997

903 Standards in Required Courses (24 cr.)  
 A professional education program leading to licensure as an instructional technology specialist shall meet the following standards

	423-752 Instructional Design	422-756 Virtual Lib & Internet	422-751 Admin Ed Media & Tech	430-754 Ed Software Impl.	422-755 Hypermedia	422-638 Instructional TV	430-725 Curric Dev & Integrat.	220-778 Network Admin. For User*
1. The program shall require study of elementary, secondary and middle level curriculum and instructional development, and shall provide opportunities to apply the concepts learned to develop the ability to:	x			x	x		x	
a. Develop instructional objectives and educational specifications;	x			x	x	x		
b. Design and produce instructional systems and materials;	x	x			x			
c. Use computers effectively in teaching and learning;	x	x		x	x	x	x	x
d. Evaluate commercially or locally produced media;			x	x		x		
2. The program shall require study of the planning and management of a comprehensive program of instructional technology services for schools and school districts, including:	x		x			x		x
- design of facilities,		x	x					x
- budget development,			x					x
- training and supervision of personnel,			x		x			x
- selection of instructional equipment, and			x		x	x		x
- maintenance and repair of the equipment.			x			x		x
3. The program shall require study of the principles and methods of teacher inservice education to develop the ability to promote effective use of instructional media and technology.		x	x		x		x	
4. The program shall require the study of current and future trends and developments in instructional technology.	x	x		x	x	x		
5. The program shall require study to develop the ability to establish and maintain effective interperson relationships with the entire educational community, including students, administrators, parents and school personnel.			x				x	

Students would also take one three credit course from each column below to complete the 30 credit requirement:

422-754 Advanced Design and Production	220-772 Business Technologies
430-676 Current Topics in Instructional Computing	422-641 Computer Applications in the Library Media Center
423-681 Human Abilities and Learning	430-735 Managing and Implementing Instructional Computing Programs
430-716 Integrating Software and Technol. into Reading and Early Childhood	250-721 Managerial and Organizational Behavior**

\* Prerequisite: 220-772 or permission of instructor  
 Submitted by Eileen Schroeder and Anne Zarinna, September 1997

\*\* Must be enrolled in a graduate degree program