

**CAMPBELLSVILLE UNIVERSITY**

**COURSE SYLLABUS**

# PLEASE TYPE. DATE 1/16/17

ACADEMIC UNIT School of Education

Please check to indicate this course has a service learning component.

Faculty: Fohl, D.; Hundley, S.

Discipline Course# Section

Title of Course Credit Hours Cross Reference

(if applicable)

IEC 685-01 Integrated Technology & Curriculum 3

TEXTBOOK **Required** See Syllabus Not Required

Author Title \_

Publisher Date of Publication

PLEASE ANSWER THE FOLLOWING QUESTIONS ON A SEPARATE SHEET OF PAPER AND

ATTACH TO THIS FORM.

See Syllabus

1. DESCRIPTION OF COURSE: Develop a brief description of the course as it will appear in the Catalog.
2. STUDENT LEARNING OBJECTIVES: List the student learning objectives for the course. Please relate these objectives to the mission and goals of the University and the Academic Unit. For general education courses, please indicate which student learning objectives address general education goals and the intended method of assessment. A minimum of four of the seven general education goals must be included.

*Example: Students will demonstrate their ability to compare and contrast two types of basket weaving. (Goal: Oral and Written Communication; Evidence: research paper and class presentation)*

1. COURSE OUTLINE: Outline the topics/units that are to be taught.
2. EVALUATION: How do you plan to determine the grade in the course? Please include grading scale.
3. REQUIREMENTS:
   1. Examinations: State when tests are to be administered, including unit, mid-term, and final examinations.
   2. Reports: How many, length required, and what type (Oral, term and/or research, book critiques).
   3. Supplemental reading assignments or outside work required.
   4. Supplemental instruction aids: Audio visual aids, field trips, guest speakers, etc.
4. BOOKLIST

DEAN: Beverly Ennis Date Copy Received

VIC E PRESIDENT FOR ACADEMIC AFFAIRS Date Copy Received

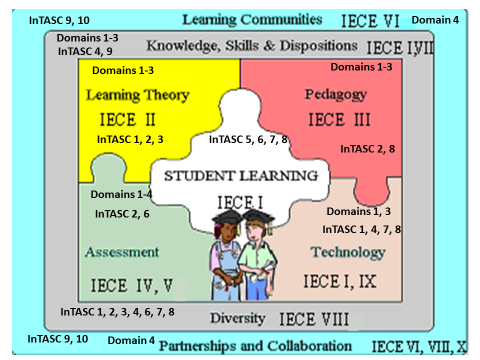
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IECE 685 – G4 Term Spring 2017 Web Request # [52041]

#### Integrated Technology & Curriculum

# **School of Education Theme: Empowerment for Learning**

# **Conceptual Framework Model**



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**Hours (EST)**

**Campbellsville**:

**M: 2:00 – 4:00 P.M Alternating Weeks**

**t:    1:00 – 4:00 p.m.**

**W: 9:00 – 10:00 a.m.**

**Fridays: campus meetings**

**Elizabethtown**:

**M:   2:00 – 4:00 p. m. Alternating Mondays**

**W:  3:00 – 5:00 p. m. Wednesdays**

**other Hours by appointment**

**Thursdays: Seminars, observations to be scheduled**

**Donna Fohl**

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**Office Hours, EST**

**ALT M: 2:00 – 4:00 P.M. Elizabethtown**

**t: 12:00 – 4:00 p.m. Louisville**

**ALT. W: 2:00 – 5:00 p.m. Elizabethtown**

**t: 12:00 – 4:00 p.m. Louisville**

**F: Meetings**

**Evening or Weekend Hours by appointment**

1. **Description:**

This course focuses on planning, designing, implementing, and evaluating curriculum for inclusive early childhood settings. Emphasis is placed on integrating technology and content, utilizing a variety of instructional strategies, selecting and adapting materials, and preparing a responsive learning environment to support the learning and development of young children. The course examines curricular models, approaches frameworks, and systems. Attention is given to application of research to the use of technology and curriculum integration in early childhood education.

1. **Course Credit:** 3 credits
2. **Course Objectives:** Upon completion of this course, the student will be able to:
3. Explain the criteria for selecting and evaluating curriculum for inclusive classrooms. Tasks 1, 3, 4, 5, 9 [*NAEYC AP Standard 5; IECE KTS VII*]
4. Demonstrate the ability to design and implement integrated curriculum including adaptations, differentiation, scheduling, and selecting a variety of materials and instructional strategies to foster full participation in an inclusive classroom. Tasks 3, 4, 5 [*NAEYC AP Standards 1, 3, 4a, 4b, 4c, 4d; IECE KTS I, II, III, IV, IX* ]
5. Provide leadership related to integrating technology and curriculum in inclusive settings. Tasks 4 [*NAEYC AP Standards 4b, 4c, 5; IECE KTS I, IX, X*]
6. Prepare responsive learning environments and a daily schedule that addresses a wide array of ability levels, needs, and interests. Tasks 2, 5

[*NAEYC AP Standards 4b, 4c, 5; IECE KTS I, IX*]

1. Select and use appropriate technology to engage learners and enhance instruction. Tasks 4, 5, 7, 8 [*NAEYC AP Standards 4b, 4c, 5; IECE KTS I, IX*]
2. Assess classroom learning environments and develop plans to address growth areas. Tasks 2, 5 [*NAEYC AP Standards 3, 4b, 4c; IECE KTS I, II, IV, V, IX*]
3. Articulate best practice in integration of technology in early childhood settings. Tasks 1, 4, 7 [*NAEYC AP Standards 4c, 5; IECE KTS VII, IX*]
4. Demonstrate an understanding of district-wide and state curricula decisions for young children. Tasks 3, 4, 6 [*NAEYC AP Standards 4c, 4d, 5; IECE KTS I, V, VII*]
5. Increase knowledge of technology resources and instructional strategies to support young children in a variety of settings. Tasks 1, 7, 8 [*NAEYC AP Standards 4b, 4c, 5; IECE KTS III, V, VII, IX*]
6. **Course Textbook**
7. Bredekamp, S. (2014). *Effective practices in early childhood education: Building a foundation* (2nd Ed*.*). Boston: Pearson. ISBN: 9780133412581 **[EPEC]**
8. Parette, H. P., & Blum, C. (2013). *Instructional technology in early childhood: Teaching in the digital age.* Baltimore, MD: Paul H. Brookes. ISBN: 9781598572452 [**ITEC]**
9. Ostrosky, M. & Sandall, S. (Eds.). (2001). Teaching *strategies: What to do to support young children’s development.* Monograph Series No.3. Longmont, CO: Sopris West.

ISBN:  9781570354342

The following are required and you may already have access to these resources. If, however, you do need to purchase them, they are available through the bookstore:

* Kentucky Department of Education (2005). *Building a strong foundation for school success: Kentucky’s early childhood quality self-study.* Frankfort, KY: Author.
* Kentucky Department of Education (2009). *Kentucky Early Childhood Standards* (Rev. ed) [KYES-R]. Frankfort, KY: Author.

or

* Kindergarten Core Academic Standards (E/LA, Math, Science) and Program of Studies/Core Content.

In this course you will be accessing completed ECERS and CLASS assessments that have been completed on you and/or your classroom. If you have access to these completed assessments, then you may use them in assignments for this course. If you do not have access to either of these documents, then they are available for purchase in the bookstore. You will then follow assignment requirements to complete.

* Harms, T., Clifford, R. M., & Cryer D. (2004). *Early childhood environmental rating scale* (Rev. ed). New York: Teachers College Press. ISBN: 0807745499 [Request the new Preschool version if available.]
* Pianta, R. C., La Paro, K. M., & Hamre, B. K. (2008). *Class assessment scoring system* (CLASS)*, Forms Pre-K.* Baltimore, MD: Paul H. Brookes. ***[CLASS]***

1. **Course Tasks:**
2. **Annotated Bibliography on *Quality* and *Integrated Technology* and/or *Curriculum Best Practices……………………………………………………………………………….*50 pts**

[*NAEYC AP Standard 4b, 4c, 4d, 5; IECE KTS I, V, VII, IX; PGES Domains 1, 4***]**

1. **Program and Classroom Quality Projec**t…………………………….. **300 pts**

ECERS & CLASS - address strengths, growth areas, and create action plan [*NAEYC AP Standard 4a, b, 4c, 4d, 5; IECE KTS I, II, III, V, VII; PGES Domains 1, 2, 3, 4*]

Quality Self-Study – Sections 2.2, 2.3, 2.5, 2.6, 2.7, 2.8, 2.9, 2.10 and all of Section 3 verification (COE) [*NAEYC AP Standards 4a, b, 4c, 4d, 5; IECE KTS I, II, III, V, VII*]

1. **Review/Report on State and District Curriculum Guides/Resources……………50 pts**

[*NAEYC AP Standards 4c, 4d; IECE KTS I, PGES Domain 1*]

1. **Assistive Technology Project: …………………………………………………….100 pts** Develop a Plan for a Seminar for Professional Development on a disability condition or syndrome including curricular adaptions/modifications and educational strategies [*NAEYC AP Standards 1, 4a, 4b, 4c, 4d, 5; IECE KTS I, VII, IX, X, PGES Domain 4*] Identify assistive technologies for a child with this disability/syndrome to support participation in daily activities [*NAEYC AP Standards 1, 3, 4b, 4c, 4d; IECE KTS I, IV, IX, PGES Domains 1, 2*] .
2. **Integrated Curriculum Design Project……………………………………………100 pts**

Write an Inquiry-Based Science Project Plan: Across Content Areas and embedding technology, to include Activity Matrix; Schedule; Large Group, Small Group, and Learning Centers activities.

[*NAEYC AP Standards 1, 4a, 4b, 4c, 4d; IECE KTS I, IX, PGES Domains 1, 2, 3, 4*]

1. **Professional Growth Plan (PGP) – PGES Domains; PGP Reflection………..…25 pts**

[*NAEYC AP Standard 5\*, IECE KTS VII*, *X\*, PGES Domain 4*]

1. **Technology Resource List…………………………………………………………..40 pts**

[*NAEYC AP Standards 4b, 4c; IECE KTS I, II, IX, PGES Domains 1, 2, 3*]

1. **Create a Technology Guide for Families…………………………………………100 pts**

[*NAEYC AP Standards 2, 4a. 4b, 4c; IECE KTS I, VIII, IX, PGES Domains 3, 4*]

1. **Reflection on Integrated Curriculum and Assistive Technology Projects……….25 pts**

[*NAEYC AP Standards 4b, 4c, 4d, 5; IECE KTS I, III, V, VII, IX*; *PGES Domain 4*]

1. **Class participation: Welcome Activity and Weekly Reflective Responses…….210 pts**

Weeks 1 – **7** (30 points each)

[*NAEYC AP Standard 5; IECE KTS VII*; *PGES Domains 1, 2, 3, 4*]

\*Depending on topics or specific growth plan goals, additional Standards may be applicable.

**Field Experience Assignments**

**Students will complete various field assignment activities related to course topics as required by assignments. Reflections will be submitted with assignments. Submit a signed Field Experience Log at the end of the course.**

**GRADING SCALE**:

A = 90-100%

B = 80 - 89%

C = 70 - 79%

D = 60 - 69%

F = below 60%

1. **Course Outline**
2. Curriculum Overview and Theoretical Foundations
   1. Definition and Framework
   2. Developmentally Appropriate Practice
   3. Inclusion
   4. Program Models and Approaches
      1. Project-Based
      2. Inquiry-Based
      3. Emerging Program Models
   5. Research-Based Strategies
3. Curriculum Components and Considerations
   1. Criteria for development, selection, and evaluation
   2. Planning/Design
   3. Linking assessment with curriculum and curriculum-based assessment
   4. Differentiation; UDL, tiered instruction, individualization, enrichment, adaptations/modifications
   5. Standards-Based/Thematic approaches
4. Curriculum Implementation
   1. Integration
   2. Methods and instructional strategies
   3. Materials
   4. Large group, small group, center-based, activity-based instruction
   5. Using outcomes for future instruction
5. Curriculum Content and Integration - Arts/Humanities, Science, Social Studies, Math
   1. Embedding literacy across the content areas
   2. Integrating technology across the content areas
   3. Including self-help skills, health/mental wellness
6. Assessing Practice
   1. Designing and Implementing Instruction PGES Domains 1, 3
   2. Preparation of a Responsive Learning Environment, PGES Domain 2
   3. Growth Plans
7. Technology
   1. Using technology to enhance instruction – Instructive Technology
   2. Engaging children in their use of technology
   3. Assistive and adaptive technology to foster participation
   4. Range from low-tech to high-tech
   5. Research on using technology for instructional purposes
   6. Fostering social interaction with technology
8. **Performance Standards/Competencies**

***IECE Teacher Standards:***

* IECE Standard I: Designs/Plans Instruction
* IECE Standard II: Creates/Maintains Learning Environment
* IECE Standard III: Implements Instruction
* IECE Standard IV: Assesses & Communicates Learning Results
* IECE Standard V: Reflects/Evaluates Professional Practices
* IECE Standard VII: Engages in Professional Development
* IECE Standard IX: Implements Technology
* IECE Standard X: Provides Leadership within School, Community, and Community

***NAEYC Advanced Program Standards:***

* Standard #1: Promoting Child Development & Learning
* Standard #2: Building Family & Community Relationships
* Standard #3: Observing, Documenting, & Assessing to Support Young Children and Families
* Standard #4a: Connecting with Children and Families
* Standard #4b: Using Developmentally Appropriate Approaches
* Standard #4c: Understanding Content Knowledge in Early Education
* Standard #4d: Building Meaningful Curriculum
* Standard #5: Growing as a Professional

***NAEYC Essential Professional Tools in Advanced Programs:***

* Cultural Competence – Tasks 1, 2, 4, 6, 8, 12
* Knowledge and Application of Ethical Principles – Tasks 2, 4, 6
* Communication Skills – Tasks 2, 8, 12
* Mastery of Relevant Theory and Research – Tasks 2, 10
* Skills in Identifying and Using Professional Resources Tasks 2, 6, 7, 8, 11
* Inquiry Skills and Knowledge of Research Methods Tasks – 2, 7
* Skills in Collaborating, Teaching, and Mentoring Tasks 7, 8
* Advocacy Skills – Task 6
* Leadership Skills – Task 8

***CEC/DEC Special Education Standards:***

* Standard #1: Foundations
* Standard #2: Development and Characteristics of Learners
* Standard #3: Individual Learning Differences
* Standard #4: Instructional Strategies
* Standard #6: Language
* Standard #7: Instructional Planning

**9. Diversity Proficiencies**

1. KTS/IECE 1.c Individualize curriculum, instruction plans, and assessment strategies for ALL children.

3. KTS/IECE 2.f Create and maintain culturally responsive environments to support all children and families.

4. KTS/IECE 3.e Implement culturally responsive learning experiences to support children and their families.

5. KTS/IECE 6.f Articulate individual outcomes and unique needs for each child to staff and volunteers.

6. KTS/IECE 8.b Individualize interactions and activities that demonstrate sensitivity to characteristics of each child’s family community.

7. KTS/IECE 9.d Use technology to meet special needs of children.

1. **PGES – Framework for Teaching (Charlotte Danielson Model):** [**http://education.ky.gov/teachers/PGES/Pages/PGES.aspx**](http://education.ky.gov/teachers/PGES/Pages/PGES.aspx)

**Domain 1: Planning and Preparation**

1a: Knowledge of content/pedagogy

1b: Demonstrates knowledge of students

1c: Setting Instructional outcomes

1d: Demonstrating knowledge of resources

1e: Designing coherent instruction

**Domain 2: Classroom Environment**

2a: Creating environment of respect and rapport

2b: Establishing culture of learning

2c: Managing classroom procedures

2d: Managing student behavior

2e: Organizing physical space

**Domain 3: Instruction**

3a: Communicating with students

3b: Using questioning and discussion techniques

3c: Engaging students in learning

3e: Demonstrating flexibility and responsiveness

**Domain 4: Professional Responsibility**

4a: Reflecting on teaching

4e: Growing and developing professionally

4f: Demonstrating professionalism

**ONLINE ATTENDANCE POLICY**:

**Campbellsville University’s Online Course Attendance Policy  
8-week terms:**  Online students must participate weekly as defined by the professor in the syllabus. After 1 week (12.5%, 1/8th of the scheduled classes) without contact the student will be issued an official warning. After the second week (25%, 1/4th of the scheduled class) without contact the student would fail the course and a WA would be recorded.

**IECE 685 Schedule for G4 Term 2017**

|  |  |  |
| --- | --- | --- |
| **Date** | **Topic** | **Assignments** |
| Week #1  Jan 17 – Jan 23 | **Effective Curriculum Approaches**  ***Course Task #1:Annotated Bibliography***  ***Course Task #3: Review/Report on Curriculum Maps, Pacing Guide***  ***Course Task #10: Weekly Reflective Responses*** | **Readings:**  [EPECE] Chs.1-3  [ITEC] Ch 1 pgs. 1-11  **DUE Mon Jan 23 11:55pm:**  **Task #10 Week 1 Reflective Response and Welcome Activity:**  1. Watch and reflect on the following 3 videos in Chs 1-3:  pg.19  pg.50  pg.90  2. Answer question #3 on page 32. |
| Week #2  Jan 24 – Jan 30 | **Effective Classrooms**  **Classrooms of Excellence:**  Quality Self Study  CLASS  ***Course Task #2: Program/Classroom Quality Project*** | **Readings:**  [EPECE] Chs. 5, 9, & 10  [ITEC] Ch. 1 pgs 11-28 & Ch. 2  Monograph # 3 Articles: P. 47–58; P. 59-70; P. 71-80; P. 81-90  **DUE Mon Jan 30 11:55pm:**  **Task #10 Week 2 Reflective Response:**  1. Watch and reflect on the following 3 videos in Chs 5, 9 & 10:  pg.149  pg.278  pg.322  2. Monograph Responsive Reflection  **DUE Mon Jan 30 11:55pm:**  ***Course Task #3: Review/Report on Curriculum Maps, Pacing Guide*** |
| Week #3  Jan 31 – Feb 6 | **High Quality Learning Environments**  **Classrooms of Excellence:**  Quality Self-Study  ECERS | **Readings:**  [EPECE] Chs. 6 & 8  **DUE Mon Feb 6 11:55pm:**  **Task #10 Week 3 Reflective:**  Watch and reflect on the following 2 videos in Chs. 6 & 8:  pg.183  pg.256  2. Respond to Reflection Questions on  Week 3 Module Overview.  **DUE Mon Feb 6 11:55 pm:**  ***Course Task #1:Annotated Bibliography*** |
| **Date** | **Topic** | **Assignments** |
| Week #4  Feb 7 – Feb 13 | **Effective Curriculum: Inquiry-Based Learning**  ***Course Task #5: Integrated Curriculum Design Project***  ***Course Task #6: Professional Growth Plan PGES Domains; Professional Growth Plan Reflection*** | **Readings:**  [EPECE] Chs. 12 & 13  [ITEC] Chs. 6 & 7  Monograph # 3 Articles –P. 13-23; P. 25-35: P. 37-44.  **DUE Mon Feb 13 11:55 pm:**  **Task #10 Week 4 Reflective Responses:**  1. Watch and reflect on the following video in Ch.13, pg.434  2. Monograph Responsive Reflection |
| Week #5  Feb 14 – Feb 20 | **Teaching With Technology:**  **Effective Instructional Strategies**  ***Course Task #7: Technology Resource List*** | **Readings:**  [EPECE] Review Ch. 9 pgs. 301-303  [ITEC] Review Chs. 1 -2  Monograph #3 Article-pgs. 47–57  **DUE Mon Feb 20 11:55pm:**  **Task #10 Week 5 Reflective Responses:**   1. Click the link below to scan/review the NAEYC and Fred Rogers Center Early Learning and Children’s Media joint position statement on Technology usage in early childhood education. Then view the 21-minute pre-recorded webcast addressing key messages within the position statement.   <http://www.naeyc.org/content/technology-and-young-children>  Describe recommendations made in the webcast.   1. After reading Chapter 2 [ITEC], write a brief description for each step in the conceptual framework referred to throughout this textbook **- EXPECT IT-PLAN IT-TEACH IT-SOLVE IT.** 2. Monograph Responsive Reflection   **DUE Mon Feb 20 11:55pm:**  ***Course Task #2: Program/Quality Classroom Project*** |
| **Date** | **Topic** | **Assignments** |
| Week #6  Feb 21– Feb 27 | **Technology Problem Solving for Children with Disabilities**  ***Course Task #4: Assistive Technology Project*** | **Readings:**  [ITEC] Chs 3 & 5  **DUE Mon Feb 27 11:55pm:**  **Task #10 Week 6 Reflective Responses:**  Explore this website specifically looking for technology resources for your Course Tasks #5 & #7. Write brief description of several ideas you could apply to each task.  <http://www.tlc-mtss.com/assets/exploring_new_territories.pdf>  **DUE Mon Feb 27 11:55pm:**  ***Course Task #6: Professional Growth Plan PGES Domains; Professional Growth Plan Reflection***    **DUE Mon Feb 27 11:55pm:**  ***Course Task #7: Technology Resource List*** |
| Week #7  Feb 28 – Mar 6 | **Evaluating Technology Effectiveness**  **Effective Use of Technology by Families**  ***Course Task #8: Create a Technology Guide for Families*** | **Readings:**  [ITEC] Chs 4 & 10  [ITEC] Families & Community Supports: pgs 70-71,144-146, 173-174  **DUE Mon Mar 6 11:55pm:**  **Task #10 Week 7 Reflective Responses:**   * Describe specifically how you could use each of five (5) Permanent Products (Data Tools) mentioned in chapter 4 [ITEC] to assess a child’s learning. * Before creating a Technology Guide for Families (Course Task #8) read and reflect on the following focused reading:   + - Pgs. 70-71 Family and Community Supports     - Pg. 87 Family-Reported Data   **DUE Mon Mar 6 11:55pm:**  ***Course Task #4: Assistive Technology Project***  **DUE Mon Mar 6 11:55pm:**  ***Course Task #5: Integrated Curriculum Design Project*** |
| **Date** | **Topic** | **Assignments** |
| Week #8  Mar 7 – Mar 11  **This week ends on Saturday Mar 11 at 11:55pm** | **Celebrating Effectiveness**  **Curriculum Design and Assistive Technology Projects**  ***Course Task #9: Reflection on Integrated Curriculum and Assistive Technology Projects*** | **DUE SATURDAY Mar 11 11:55pm: *Course Task #8: Create a Technology Guide for Families***  **DUE SATURDAY Mar 11 11:55pm: *Course Task #9: Reflection on Integrated Curriculum and Assistive Technology Projects***  **DUE SATURDAY Mar 11 11:55pm:** ***Submit signed Field Experience Log.*** |