CIED 7060  
Curriculum, Instruction, and Technology Integration  
3 SEMESTER HOURS  

Dewar College of Education and Human Services  
Valdosta State University  
Department of Curriculum, Leadership, and Technology  
Conceptual Framework: Guiding Principles (DEPOSITS)  
(adapted from the Georgia Systemic Teacher Education Program Accomplished Teacher Framework)

Dispositions Principle: Productive dispositions positively affect learners, professional growth, and the learning environment.

Equity Principle: All learners deserve high expectations and support.

Process Principle: Learning is a lifelong process of development and growth.

Ownership Principle: Professionals are committed to and assume responsibility for the future of their disciplines.

Support Principle: Successful engagement in the process of learning requires collaboration among multiple partners.


Technology Principle: Technology facilitates teaching, learning, community-building, and resource acquisition.


REQUIRED TEXTBOOKS


COURSE DESCRIPTION

Prerequisite courses: None. An exploration of curriculum issues and trends, curriculum development, integration of technology into the curriculum, implementation of innovative instructional techniques, and legal/ethical issues across content areas and grade levels.
COLLEGE OF EDUCATION CONCEPTUAL FRAMEWORK STANDARDS (CFS)
(*identify those that apply to the course)

*I. CONTENT AND CURRICULUM: Educators demonstrate a strong content knowledge of content area(s) that is appropriate for their certification levels.

*II. KNOWLEDGE OF STUDENTS AND THEIR LEARNING: Educators support the intellectual, social, physical, and personal development of all students.

*III. LEARNING ENVIRONMENTS: Educators create learning environments that encourage positive social interaction, active engagement in learning, and self-motivation.

*IV. ASSESSMENT: Educators understand and use a range of formal and informal assessment strategies to evaluate and ensure the continuous development of all learners.

*V. PLANNING AND INSTRUCTION: Educators design and create instructional experiences based on their knowledge of content and curriculum, students, learning environments, and assessment.

*VI. PROFESSIONALISM: Educators recognize, participate in, and contribute to teaching and learning as a profession.

DEPARTMENT OF CURRICULUM, LEADERSHIP, AND TECHNOLOGY PROGRAM STANDARDS

The Department (CLT) recognizes the College of Education Conceptual Framework Standards (CFS) as a guide to the education of teachers as they seek certification. Curriculum and Instructional Technology Programs serve some students who are teachers, and some who are media specialists, technology supervisors and general trainers. A proportion of our students seek certification and those students do so in an area that is governed by standards that are published by the American Association of School Librarians (AASL) and approved by NCATE. The departmental programs are designed to align with the standards published by the Association for Educational Communications and Technology (AECT), which are also NCATE approved.

This syllabus contains the AECT standards, upon which the M.Ed. Instructional Technology Program is based, with cross-reference to the College of Education CFS and the selected Educational Outcomes. The AASL Standards are also included, cross-referenced to the College of Education CFS, to acknowledge that candidates in the Ed.S. Instructional Technology Program – Library Media Option also take this course.

ASSOCIATION FOR EDUCATIONAL COMMUNICATIONS AND TECHNOLOGY (AECT) DOMAINS
Instructional Technology is the theory and practice of the design, development, utilization, management and evaluation of the processes and resources for learning (AECT, 1994).

1. DESIGN Domain: Candidates demonstrate the knowledge, skills, and dispositions to design conditions for learning by applying principles, theories and research associated with instructional systems design, message design, instructional strategies and learner characteristics. (CFS I, II, III, IV, V; EO 1)

2. DEVELOPMENT Domain: Candidates demonstrate the knowledge, skills, and dispositions to develop instructional materials and experiences by applying principles, theories and research related to print, audiovisual, computer-based, and integrated technologies. (CFS II, III, V; EO 1)

3. UTILIZATION Domain: Candidates demonstrate the knowledge, skills, and dispositions to use processes and resources for learning by applying principles, theories, and research related to media utilization, diffusion of innovations, implementations, and policy-making. (CFS III, V, VI; EO 2, 4)

4. MANAGEMENT Domain: Candidates demonstrate the knowledge, skills, and dispositions to plan, organize, coordinate, and supervise instructional technology by applying principles, theories, and research related to project, resources, delivery system, and information management. (CFS III, VI; EO 3)

5. EVALUATION Domain: Candidates demonstrate the knowledge, skills, and dispositions to evaluate the adequacy of instruction and learning by applying principles, theories and research related to problem analysis, criterion-referenced measurement, formative and summative evaluation, and long-range planning. (CFS II, IV, V; EO 2)

LEARNING OUTCOMES FOR VSU’S CORE CURRICULUM
N/A

SELECTED EDUCATIONAL OUTCOMES (EO)

1. Candidates will demonstrate an adequate understanding of the knowledge expected in their fields and delineated in professional, state, and institutional standards.
2. Candidates will use data and current research to inform their practices.
3. Candidates will create positive environments for student learning.

COURSE OBJECTIVES (CO):

1. Candidates will apply a variety of instructional systems design models. (CFS II, III, V, VI; AECT, Development and Utilization; AASL, Standard 1)
2. Candidates will utilize principles and procedures of instructional design in a variety of contexts and systems. (CFS III, IV, V; AECT, Utilization and Management; AASL, Standard 1)

3. Candidates will demonstrate personal skill development with two or more: computer authoring application, video tool, or electronic communication (not telephone). (CFS II, III, V, VI; AECT, Development and Utilization; AASL, Standard 1)

4. Candidates will utilize the research, theoretical, and practitioner foundations of the fields in the development of instructional materials. (CFS I, II, III, IV, V, VI; AECT, Design, Development, and Utilization; AASL, Standard 1)

5. Candidates will demonstrate congruency among goals/objectives, instructional strategies and assessment measures. (CFS II, III, IV, V; AECT, Evaluation; AASL, Standard 1)

6. Candidates will conduct basic and applied research in the evaluation of emergent learner assessments. (CFS II, III, IV, V; AECT, Development, Utilization, Management, and Evaluation; AASL, Standard 1)

7. Candidates will articulate the relationships within the discipline between theory, research, and practice as well as the inter-relationships between people, processes, and devices. (CFS II, III, IV, V; AECT, Evaluation; AASL, Standard 1)

8. Candidates will conduct basic and applied research related to message design, which includes multiple media. (CFS I, II, III, IV, V, VI; AECT, Design, Development, and Utilization; AASL, Standard 1)

9. Candidates will analyze the effectiveness of macro-level design efforts by considering the interactions of learner characteristics, instructional strategies, nature of content, and the learning situation. (CFS II, III, IV, V; AECT, Evaluation; AASL, Standard 1)

10. Candidates will demonstrate in-depth synthesis and evaluation of the theoretical constructs and contemporary research related to the identification and importance of learner characteristics. (CFS II, III, IV, V; AECT, Evaluation; AASL, Standard 1)

11. Candidates will collaborate with a development team to apply principles of design specifications to produce technological products. (CFS I, II, III, IV, V; AECT, Design and Development; AASL, Standard 1)

12. Candidates will solve problems of design specifications for embedding learning theories and effective teaching strategies into technological products. (CFS II, III, IV, V, VI; AECT, Development and Evaluation; AASL, Standard 3)

13. Candidates will create instructional or professional products using technology resources such as CD-ROMs, laser discs, Web page, and other emerging technology resources. (CFS I, II, III, IV, V, VI; AECT, Design, Development, Utilization and Evaluation; AASL, Standard 3)
14. Candidates will implement strategies for the diffusion and adoption of innovations in learning communities. (CFS II, III, IV, V, VI; AECT, Utilization and Evaluation; AASL, Standard 2)

15. Candidates will demonstrate instructional technology leadership skills in a variety of environments. (CFS III, V, VI; AECT, Utilization and Management; AASL, Standard 3)

16. Candidates will demonstrate clear competence in oral, graphic and written communication, and comprehension. (CFS III, VI; AECT, Management; AASL, Standard 3)

17. Candidates will identify ethnic, gender, age and ability differences in multicultural organizations and analyze the impact on technology access and use. (CFS II, III, IV, V; AECT, Evaluation; AASL, Standard 1)

18. Candidates will demonstrate skill in organizing, documenting and reflecting upon assigned and self-generated activities. (CFS II, III, IV, V; AECT, Evaluation; AASL, Standard 1)

COURSE ACTIVITIES/ASSIGNMENTS/REQUIREMENTS

A number of course activities are inherent in the completion of the processes and products described in the Course Evaluation methods described below. These activities include: Course Planning Steps and (Course Objectives 1-18) and Course Design Products (Course Objectives 1-18).

COURSE EVALUATION

A. Course Planning Steps (60%)

The course planning steps form the planning for the course design products. These course planning steps are posted via online discussions. These events will require participation by all students. Specific instructions for course planning steps will be made available through the website.

B. Course Design Products (40%)

The course planning steps for this course will result in the following course design products:

- Course Title
- Introduction/Rationale
- Content Outline
- Conceptual Map for Unit
- Sequence of Subunits
- Subunit Titles
- Intended Learning Outcomes
Instructional Foci/Central Questions
General Teaching Strategy
Evaluation

All course design products must be submitted. Specific instructions for course design products will be made available through the web site.

Note: Use of your own computer or other computer resources is necessary. However, the instructor is not responsible for tutoring the user in basic computer operations or in using personally selected software to complete class assignments. Please make sure you are using a compatible program and version when you submit assignments. The instructor uses the following programs: WebCT, Microsoft Office XP, and Adobe Acrobat.

ATTENDANCE POLICY

Students are expected to maintain a regular and frequent presence in the online course, particularly when involved in group projects and online discussion groups. It is the responsibility of the student to make sure that they have adequate equipment and access to maintain this online presence. Because students are being prepared to accept professional duties and responsibilities, attendance decisions are viewed as critical to developing professionalism.

PROFESSIONALISM

Within the coursework and fieldwork, educators expected to respect intellectual property, complete assignments with consistent punctuality, regularly attend class (online and/or face-to-face), make an effort to complete assignments completely and correctly, pay careful attention to detail in following instructions, show willingness to revise based on instructor or peer feedback, strive for creativity in devising products and processes, demonstrate enthusiasm in face-to-face and online endeavors, be helpful to peers, show self-reliance to enable independent progress/completion of work, display courtesy in written and oral communications, and exhibit cooperation in group work situations. Professional educators should practice fairness based upon a belief that all learners can achieve.

General rule: In all cases, consider what the actions of a responsible professional would be; then practice those actions.

DEWAR COLLEGE OF EDUCATION POLICY STATEMENT ON PLAGIARISM

Below is information directly quoted from the Academic Honesty Policies and Procedures:

Academic integrity is the responsibility of all VSU faculty and students. Faculty members should promote academic integrity by including clear instruction on the components of academic integrity and clearly defining the penalties for cheating and plagiarism in their course syllabi. Students are responsible for knowing and abiding by the Academic Integrity Policy as set forth in the Student Code of Conduct and the faculty
members’ syllabi. All students are expected to do their own work and to uphold a high standard of academic ethics.

The full text of Academic Honesty Policies and Procedures is available on the Academic Affairs website (http://www.valdosta.edu/academic/AcademicHonestyatVSU.shtml). The consequences for acts of academic dishonesty in the Dewar College of Education are:

FIRST OFFENSE:

1. The faculty member will administer an academic response (e.g. resubmit / retake assignment, failure of the assignment, failure of the course).
2. The faculty member will complete a Dewar College of Education Concern Form (http://www.valdosta.edu/coe/studentsinfo.shtml).
3. The faculty member will complete a Valdosta State University Report of Academic Dishonesty (http://www.valdosta.edu/academic/AcademicHonestyatVSU.shtml).

SECOND OFFENSE:

1. The faculty member will administer an academic response (e.g. resubmit / retake assignment, failure of the assignment, failure of the course).
2. The faculty member will complete a Dewar College of Education Concern Form (http://www.valdosta.edu/coe/studentsinfo.shtml). The Dewar College of Education Concern Form Policy will be followed.
3. The faculty member will complete a Valdosta State University Report of Academic Dishonesty (http://www.valdosta.edu/academic/AcademicHonestyatVSU.shtml).

According to the Academic Honesty Policies and Procedures document, “after a second (or subsequent) Report of Academic Dishonesty has been submitted to the Student Conduct Office in the Dean of Students Office, official charges will be drawn up and the disciplinary matter will be referred to the Valdosta State University Judicial Committee.”

ACCESSIBILITY STATEMENT

Valdosta State University is an equal opportunity educational institution. It is not the intent of the institution to discriminate against any applicant for admission or any student or employee of the institution based on the age, sex, race, religion, color, national origin, disability, or sexual orientation of the individual. It is the intent of the institution to comply with the Civil Rights Act of 1964 and subsequent Executive Orders as well as Title IX, Equal Pay Act of 1963, Vietnam Era Veterans Readjustment Assistance Act of 1974, Age Discrimination in Employment Act of 1967, and the Rehabilitation Act of 1973.

Students with disabilities who are experiencing barriers in this course may contact the Access Office for assistance in determining and implementing reasonable accommodations. The Access Office is located in Farber Hall. The phone numbers are 229-245-2498 (V), 229-375-5871 (VP) and 229-219-1348 (TTY). For more information, please visit http://www.valdosta.edu/access or email.
Title IX Statement: Valdosta State University (VSU) is committed to creating a diverse and inclusive work and learning environment free from discrimination and harassment. VSU is dedicated to creating an environment where all campus community members feel valued, respected, and included. Valdosta State University prohibits discrimination on the basis of race, color, ethnicity, national origin, sex (including pregnancy status, sexual harassment and sexual violence), sexual orientation, gender identity, religion, age, national origin, disability, genetic information, or veteran status, in the University's programs and activities as required by applicable laws and regulations such as Title IX. The individual designated with responsibility for coordination of compliance efforts and receipt of inquiries concerning nondiscrimination policies is the University's Title IX Coordinator: Director of the Office of Social Equity, titleix@valosta.edu, 1208 N. Patterson St., Valdosta State University, Valdosta, Georgia 31608, 229-333-5463.

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STUDENT OPINION OF INSTRUCTION

At the end of the term, all students will be expected to complete an online Student Opinion of Instruction survey (SOI) that will be available on BANNER. Students will receive an email notification through their VSU email address when the SOI is available (generally at least one week before the end of the term). SOI responses are anonymous, and instructors will be able to view only a summary of all responses two weeks after they have submitted final grades. While instructors will not be able to view individual responses or to access any of the responses until after final grade submission, they will be able to see which students have or have not completed their SOIs, and student compliance may be considered in the determination of the final course grade. These compliance and non-compliance reports will not be available once instructors are able to access the results. Complete information about the SOIs, including how to access the survey and a timetable for this term is available at http://www.valdosta.edu/academic/OnlineSOIPilotProject.shtml.