

COLLEGE OF EDUCATION  
VALDOSTA STATE UNIVERSITY  
DEPARTMENT OF EARLY CHILDHOOD AND SPECIAL EDUCATION  
SEGC 6040 IA  
ADVANCED APPLICATION OF TECHNOLOGY FOR SPECIAL EDUCATION  
3 CREDIT HOURS

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**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 life-long 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.

**Impact Principle:** Effective practice yields evidence of learning.

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

**Standards Principle:** Evidence-based standards systematically guide professional preparation and development.

*Positively Impacting Learning Through Evidence-Based Practices*

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229-219-1311  
Room 137

**REQUIRED TEXTBOOK(S)**

No text

**COURSE DESCRIPTION**

An introduction to the computer and related hardware and software as they relate to the individualized education program and needs of individuals who require intermittent and/or limited supports.

**COLLEGE OF EDUCATION CONCEPTUAL FRAMEWORK PRINCIPLES**

Principle 1. Graduates are committed to their roles as helping professionals.

Principle 2. Graduates are capable of excellence in their professional practice.

Principle 3. Graduates think systematically about their practice, use research and technology and contribute to the knowledge base.

Principle 4. Graduates are members of learning communities.

**COURSE OBJECTIVES**

<b>INTASC Principle</b>	<b>ISTE category *</b>	<b>ISTE Standards for Student Teaching/Internship Performance</b>
1	1	1. Teachers apply troubleshooting strategies for solving routine hardware in the classroom.
1,2,3	2,3	2. Teachers identify, evaluate, and select specific technology resources to support a coherent lesson sequence.
6,7	2,5	3. Teachers design, manage, and facilitate learning experiences using technology, providing equitable access to resources.
6,7	2,3	4. Teachers create and implement a well-organized plan to manage and support access for all students, and enhance learning outcomes.
6,7	2,3	5. Teachers design and facilitate learning experiences that use assistive technology to meet the needs of students.
9,10	2,3	6. Teachers design and teach a coherent sequence of learning activities using technology resources to enhance student academic achievement and technology proficiency in relation to national curriculum standards with student technology standards (as defined by the Technology Standards for Students).
6,7,8	2,3,4,5	7. Teachers design, implement, and assess learner-centered lessons that integrate technology in teaching and learning with technology and that engage, motivate, and enhance learning.
6,7	3	8. Teachers guide collaborative learning activities in which students use technology to solve problems in the subject area(s).
8	4	9. Teachers develop and use criteria for ongoing assessment of technology products and processes used to create those products.
8,9	4	10. Teachers design an evaluation plan that applies multiple measures to assess and determine students' technology proficiency and content area learning.

8,9	2,3,4	11. Teachers use multiple measures to analyze instructional practices th instruction, and management.
1,2,3	3,4	12. Teachers apply technology productivity tools and resources to colle results to parents and students.
1,2,3	2,3,5	13. Teachers select and apply suitable productivity tools to complete ed
6,7	5,6	14. Teachers model safe and responsible use of technology and develo and district technology acceptable use policies and data security plans.
9,10	5	15. Teachers participate in online professional collaboration with peers plan, based on self-assessment, for professional growth in technology.

### I. Activities/Assignments:

Activities are used to assess application of skills targeted in course content. See the Course Schedule for due dates.

#### Discussion Board (15 points each)

**Unit Discussion Question will be found on the discussion board-Post your response to the discussion board. Discussion Postings (6 total ) 1 post by you, 2 posts responding to someone else!**

#### Six Instructional Units

- **Technology Modules: Each module is self contained and contains three lessons.** Before beginning your first Module in this class, I encourage you to go to the Help Menu in Module 1 and review the requirements for setting up your browser, navigating the modules, and streaming video. **Each of the six modules and the assessment are worth 30 points.** These modules will be found on a password protected sight, the username and password will be supplied at the beginning of the class.
- **Technology Lab:** You will complete five labs during the semester. They are located in each unit. **Each of the five labs is worth 40 points.**

#### Application Project (100 points)

**Curriculum Development Project:** Each student will develop a webquest and conduct the webquest in his/her class.

### II. General Requirements:

1. Each class member is responsible for all readings, lecture notes, handouts, videos, class discussion and class and individual assignments.
2. If a student cannot be present for an examination he/she must notify the instructor beforehand to arrange for rescheduling (final examinations may not be rescheduled). The rescheduled examination will include an additional essay or oral component or different test form altogether. Failure to notify the instructor of an absence prior to a scheduled examination will result in loss of the opportunity to take the examination.
3. Computer generated or online exams will not be accepted after the date indicated in the schedule.

4. Documentation of illness or emergency conditions is required.
5. Each student is responsible for all information on the course syllabus.
6. Each student is responsible for all information on the course schedule.
7. Assignments are **NOT** accepted late.

**COURSE EVALUATION**

<b>Point Value</b>	<b>Assignment</b>	<b>Course Objectives Addressed</b>
30	Unit 1 - Module 1, Learning and Technology	1,2,3
30	Unit 2 - Module 2, Writing and Technology	4,5,6,7,8,11
30	Unit 3 - Module 3, Reading and Technology	4,5,6,7,8,11
30	Unit 4 - Module 4, Language and Technology	4,5,6,7,8,11
30	Unit 5 - Module 5, Mathematics and Technology	4,5,6,7,8,11
30	Unit 6 - Module 6, Data-Driven Instructional Decision-Making	9,10,11
110	Curriculum Development Project	11,12,13,14
90	Six Discussion Board Questions (15 points each)	
200	Five application Labs (40 points each)	
700	Total Points	

**Final grades will be earned using the following criteria:**

<b>Points</b>	<b>Grade</b>
700 - 630	A
629 -503	B
502-351	C

350-210	D
209-Below	F

### ATTENDANCE POLICY

All course content must be completed on time as prescribed by the schedule. No work will be accepted late.

### SPECIAL NEEDS STATEMENT

ADA ADDRESSED: Students requiring classroom accommodations or modifications because of a documented disability should discuss this need with the professor at the beginning of the quarter. Students not registered with the Special Services Program should contact the Special Services office in Nevins Hall, Room 226-A. The phone number is 245-2498.

### DIVERSITY STATEMENT

The Department of Special Education and Communication Disorders maintains a strong and sustained commitment to value the diverse and unique nature of the learner and to include all students in the high expectation for success.

### DEPARTMENTAL PLAGIARISM POLICY

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 in the 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:

The faculty member will administer an academic response (e.g. resubmit / retake assignment, failure of the assignment, failure of the course).

The faculty member will complete a Level Two Dewar College of Education Concern form (<http://www.valdosta.edu/coe/studentsinfo.shtml>).

The faculty member will complete a Valdosta State University Report of Academic Dishonesty (<http://www.valdosta.edu/academic/AcademicHonestyatVSU.shtml>).

## SECOND OFFENSE:

The faculty member will administer an academic response (e.g. resubmit / retake assignment, failure of the assignment, failure of the course).

The faculty member will complete a Level Two Dewar College of Education Concern form (<http://www.valdosta.edu/coe/studentsinfo.shtml>). According to the Dewar College of Education Concern Form Policy, "a second level two concern form will result in the student being dismissed from his/her program of study. This dismissal will result in an automatic review by the COE Undergraduate Policies Committee."

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."

## APA STYLE

The Department of Special Education and Communication Disorders has officially endorsed the style of the American Psychological Association (APA) for the completion of all written assignments unless otherwise stated. *Procedures for APA style are found in: American Psychology Association. (2001). Publication manual of the American Psychological Association (5th ed.). Washington, DC: Author.*