

**Dewar College of Education and Human Services  
Valdosta State University  
Department of Early Childhood and Special Education**

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**SEGC 6040  
Technological Support Planning for Children and Youth with Disabilities  
3 SEMESTER HOURS**

**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.

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.

**InTASC Model Core Teacher Standards\***

*(To be used for all teacher preparation program courses. Identify those that apply specifically to this course.)*

Standard #1: Learner Development. The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

Standard #2: Learning Differences. The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

Standard #3: Learning Environments. The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self motivation.

Standard #4: Content Knowledge. The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.

Standard #5: Application of Content. The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

Standard #6: Assessment. The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.

Standard #7: Planning for Instruction. The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

Standard #8: Instructional Strategies. The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

Standard #9: Professional Learning and Ethical Practice. The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

Standard #10: Leadership and Collaboration. The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

*\*Council of Chief State School Offices, (2013, April). InTASC model core teacher standards and learning progressions for teachers 1.0. Retrieved from [http://www.ccsso.org/Documents/2013/2013\\_INTASC\\_Learning\\_Progressions\\_for\\_Teachers.pdf](http://www.ccsso.org/Documents/2013/2013_INTASC_Learning_Progressions_for_Teachers.pdf)*

## **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.

## **REQUIRED TEXTBOOKS / RESOURCE MATERIALS (subject to change)**

No textbook required

## **COURSE OBJECTIVES**

Candidates will:

1. Apply troubleshooting strategies for solving routine hardware and software problems that occur in the classroom. (InTASC 1)
2. Identify, evaluate, and select specific technology resources available at the school site and district level to support a coherent lesson sequence. (InTASC 1, 2, 3) (TL<sub>1.1</sub>.)
3. Design, manage, and facilitate learning experiences using technology that affirm diversity and provide equitable access to resources. (InTASC 6, 7) (TL<sub>2.2</sub>)
4. Create and implement a well-organized plan to manage available technology resources, provide equitable access for all students, and enhance learning outcomes. (InTASC 6, 7) (TL<sub>3.1</sub>)
5. Design and facilitate learning experiences that use assistive technologies to meet the special physical needs of students. (InTASC 6, 7)
6. Design and teach a coherent sequence of learning activities that integrates appropriate use of technology resources to enhance student academic achievement and technology proficiency by connecting district, state, and national curriculum standards with student technology standards (as defined in the ISTE National Educational Technology Standards for Students. (InTASC 9, 10) (CPL<sub>1.3</sub>) teaching and learning with technology and that engage, motivate, and encourage self-directed student learning. (InTASC 6, 7, 8) (TL<sub>2.2</sub>)
8. Guide collaborative learning activities in which students use technology resources to solve authentic problems in the subject area(s). (InTASC 6, 7) (FL<sub>2.3</sub>)
9. Develop and use criteria for ongoing assessment of technology-based student products and the processes used to create those products. (InTASC 8) (TL<sub>2.1</sub>)
10. Design an evaluation plan that applies multiple measures and flexible assessment strategies to determine students' technology proficiency and content area learning. (InTASC 8, 9) (TL<sub>1.2</sub>)
11. Use multiple measures to analyze instructional practices that employ technology to improve planning, instruction, and management. (InTASC 8, 9)
12. Apply technology productivity tools and resources to collect, analyze, and interpret data and to

- report results to parents and students. (InTASC 1, 2, 3) (TL<sub>3.2</sub>)
13. Select and apply suitable productivity tools to complete educational and professional tasks. (InTASC 1, 2, 3)
  14. Model safe and responsible use of technology and develop classroom procedures to implement school and district technology acceptable use policies and data security plans. (InTASC 6, 7) (TL<sub>3.3</sub>)
  15. Participate in online professional collaboration with peers and experts as part of a personally designed plan, based on self-assessment, for professional growth in technology. (InTASC 9, 10) (TL<sub>1.3, 2.3</sub>)

### COURSE ACTIVITIES/ASSIGNMENTS/REQUIREMENTS (Example Assignments)

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

#### General Requirements:

- Each class member is responsible for all readings, discussions, and assignments.
- Documentation of illness or emergency conditions is required.
- Each **student is responsible** for all information on the course syllabus.
- Each **student is responsible** for all information on the course schedule.

#### 1. Discussion Board (20 points each)

- Unit Discussion Question(s) will be found on the discussion board. Post your response to the discussion board. Discussion Postings (7 total - 1 for each module). In each module you will need to make 1 initial/original post by you and then 2 posts responding to someone else. Detailed instructions and the grading rubric will be provided for successful completion of this assignment.

#### 2. Assignments - All assignments **MUST** have the following

- a. Level headings (that is - major objectives from the paper that are used as section titles)
- b. References formatted in APA 6<sup>th</sup> edition\*

1. Module 2- The Perfect Learner (35 points)
2. Module 5- Technology and Mathematics (25 points)
3. Final- Technology Integration Video Project (100 points) **LiveText. Failure to complete, submit, and meet any component of the Technology Integration Video Project and meet the Live Text requirements will result in a failing grade in the course, regardless of the successful performance on all other assignments.** Program Requirement. **LiveText** is a program requirement and **MUST** be completed prior to the closing of current semester. Detailed instructions for

### COURSE EVALUATION

Point Value	Assignment	Course Objectives Addressed
20	Unit 1 - Module 1, Learning and Technology Discussion Board	1,2,3
20 35	Unit 2 - Module 2, Writing and Technology Discussion Board The Perfect Learner	4,5,6,7,8,11,

20	Unit 3 - Module 3, Reading and Technology Discussion Board	4,5,6,7,8,11,
25	Technology Integration Video Project Proposal (Part 1 of the Technology Integration Video Project)	
20	Unit 4 - Module 4, Language and Technology Discussion Board	4,5,6,7,8,11,
20	Unit 5 - Module 5, Mathematics and Technology Discussion Board	4,5,6,7,8,11,
25	Technology and Mathematics	
20	Unit 6 - Module 6, Data-Driven Instructional Decision-Making Discussion Board	9,10,11
20	Unit 7 - Module 7, Exceptionality and Technology Discussion Board	1,2,3,4
75	Technology Integration Video Project (Part 2 The Video and Part 3 Process Reflection Paper). <b><i>This is a required Key Course Assessment and should not be modified or removed from this course without the approval of the program faculty. TL<sub>3a</sub></i></b>	11,12,13,14,15
N/A	Unit 8 –Module 8, Final Tips and Suggestions for Technology Integration in the Classroom	1-15
300	Total Points	

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

Percentage	Grade
93-100	A
83-92	B
73-82	C
63-72	D
62 and below	F

***N. B. As the instructor of this course I reserve the right to add, delete or modify objectives, assignments, and grading depending upon the progress made by the class.***

### **ATTENDANCE POLICY**

Students are expected to follow the syllabus regarding online discussions and submissions. Because students are being prepared to accept professional duties and responsibilities, attendance requirements are viewed as critical to developing professionalism. **Our class week will run from Tuesday night at 6:00 P.M. through the following Monday until 11:45 P.M.** The required logins must be made during the time frame of our class week in order to meet weekly attendance requirement. Students will be

expected to **login at least twice during each week of class**. The University policy regarding absences will be followed; i.e., **absences for 6 or more class sessions will put a student at risk for failing the course.** (CO 1-15)

**Late submissions of assignments within less than three days from their due date will result in a 10% reduction** of the total points earned for the assignment. **Submissions later than three days from the due date will not be accepted and thus will not earn any points.**

Please note that while this course is being taught in an online format, it is not a correspondence course in which you can access the course content and complete/submit assignments at any time between now and the end of the semester. In order to be successful in this class, you must submit assignments in the timeframe designated for specific assignments. **Assignments have designated locations and times for submission and will not be accepted via email. Refer to Course Schedule/Calendar for assignment due dates.**

**Students are required to back up work** to avoid problems with computers, servers, etc. **Maintain copy of all work.** Contact IT Help for problems related to technology. Note GoVIEW Site for Maintenance Schedule and be proactive regarding preparation and submission of assignments.

*GoVIEW is scheduled for maintenance on alternate Friday evenings from 10pm until 7am Saturday morning and will be OFFLINE.*

Technical support for GoVIEW is provided by the D2L Help Center

Brightspace by D2L has a Help Center that is available to students and faculty 24/7, 365 days a year for technical support.

TOLL FREE 1-855-772-0423

## **PROFESSIONALISM**

As a teacher candidate, you are expected to conduct yourself in the professional educator role as defined by the Georgia Professional Standards Commission Code of Ethics for Educators. You will be provided with a copy of the Code of Ethics for Educators which can be found on the following URL <http://www.gapsc.com/Rules/Current/Ethics/505-6-.01.pdf>. Failure to follow the Code of Ethics will result in disciplinary actions through the College of Education and Human Services Professional Improvement Plan Process.

## **DEWAR COLLEGE OF EDUCATION & HUMAN SERVICES POLICY ON PLAGIARISM**

<http://www.valdosta.edu/colleges/education/deans-office/policy-statement-of-plagiarism.php>

## **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: [access@valdosta.edu](mailto:access@valdosta.edu).

### **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. Instructors will not be able to view individual responses or to access any of the responses until after final grade submission. 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>.

\* American Psychological Association. (2010). *Publication manual of the American Psychological Association* (6th ed.). Washington, DC: Author.