Applying Assistive & Instructional Technology

EDSE 241

Fall 2025   Section 82   Fully Online   3 Unit(s)   08/20/2025 to 12/08/2025   Modified 08/17/2025

👤 Contact Information

Instructor:	Dr. Tami Turner
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🕐 Course Information

Course Format: Fully Online

The course will follow an online, asynchronous format.

CANVAS Learning Management System

All course materials (announcements, syllabus, handouts, assignment instructions, lecture videos, etc.) will be available on Canvas. You are responsible for regularly checking both Canvas and your SJSU email (the one that ends with "sjsu.edu") to learn of any updates. For help with using Canvas see Canvas Student Resources page (http://www.sjsu.edu/ecampus/teaching-tools/canvas/student_resources).

Students will need access to Microsoft or Google Application Suites that include word processing, Presentation Software, and Spreadsheets.

Additionally, be aware that all communications for this course should take place on either Canvas or through your university provided email (sjsu.edu).

✳ Classroom Protocols

This course is technology intensive and runs online only. Participants must have access to the internet, have mastered the use of CANVAS, and commit to using and checking their SJSU email regularly for updates. Participants who are unfamiliar with CANVAS and or unable to access their SJSU email are STRONGLY ENCOURAGED to seek assistance from tech support in Clark Hall.

Classroom Individual and Community Expectations

Students will make efforts to:

1. Complete all modules, course readings and assignments
2. Turn in assignments on time. If you require an extension for an assignment, a written request must be submitted at least 48 hours (2 days) before the due date.
3. If you need help, attend office hours. If you are not able to attend office hours, reach out to your professor to set an alternate time to meet.

▤ Program Information

LCOE Department of Special Education Mission
We prepare candidates to be transformative leaders in the field, and lifelong learners who respond to racism, ableism, bigotry, and prejudice in their schools and communities. To this end, we center anti-racist and anti-ableist policies and practices in our teaching, research, and service to disrupt systemic racism that has historically prevented full inclusion and equity for students with disabilities including our BIPOC (Black, Indigenous, People of Color) students, staff, and faculty. We engage culturally sustaining pedagogies and the principles of UDL in our coursework and fieldwork, partnering with our local districts to push for the success of students with disabilities in inclusive settings.

LCOE Department of Special Education Program Learning Outcomes
- PLO 1 Assess and identify the educational needs and strengths of students with disabilities from diverse socioeconomic, cultural and linguistic backgrounds.
- PLO 2 Critically evaluate pedagogy, curricula and instructional materials grounded in quality indicators of evidence-based practices for students with disabilities.

- **PLO 3** Plan, design, implement, and monitor linguistically and culturally appropriate instruction that meets the unique needs of students with disabilities.
- **PLO 4** Apply knowledge of the purpose, characteristics, and appropriate use of different types of assessments used for special education eligibility, placement, and service selection.
- **PLO 5** Utilize research-based knowledge and theoretical, conceptual and evidence-based practices related to individuals with disabilities to improve services and instruction in the field.

[Link to Education Specialist TPEs (pps 13 – 42) (https://www.ctc.ca.gov/docs/default-source/educator-prep/standards/education-specialist-standards-pdf.pdf?sfvrsn=729750b1_45)](https://www.ctc.ca.gov/docs/default-source/educator-prep/standards/education-specialist-standards-pdf.pdf?sfvrsn=729750b1_45)

◎ Course Goals

This course is intended to assist students to meet the competencies specified in the Mild/Moderate Standards and Extensive Support Needs (ESN) Specialty Teaching Performance Expectations (TPE) related to assistive and instructional technology, alternative augmentative communication systems, and universal design for learning.

Teacher Performance Expectations

CTC Teacher Performance Expectations			
Universal	M/M	ESN	ECSE
1.4, 3.6, 3.7, 3.8, 4.8	1.2, 4.1,	1.2, 2.5, 4.3	1.1, 2.3, 2.6

📶 Course Learning Outcomes (CLOs)

Course Learning Outcomes (CLO)

1. Upon successful completion of this course, students will be able to:
2. Develop a protocol for teachers to implement an evidenced based technology intervention.
3. Synthesize evidenced based practices in assistive/instructional technology (AT/IT) and multimedia learning.
4. Analyze research and policy related to the use of AT/IT with students with disabilities.
5. Review current web-based applications and interventions to support special education learners.
6. Create a technology-based intervention that supports an academic, behavioral, or social outcomes for students with disabilities.
7. Conduct an assessment that identifies students AT and AAC needs.
8. Work as a member of a multidisciplinary team to develop systems that incorporate augmentative communication systems and assistive technology in the classroom.

9. Implement strategies, techniques, and technology to enhance effective communication in a variety of educational environments.
10. Evaluate existing technology tools and determine if they are suitable for classroom use.

📘 Course Materials

No textbook is required for this course. Course readings are located in the Canvas modules for each week.

📋 Course Requirements and Assignments

1. **Weekly Canvas Materials (10-30 Points weekly)**: For each topic presented in the course, students will be tasked with discussing in online groups their interpretations of the readings, media, and other information provided on the topic, and completing weekly assignments/quizzes based on information from the weekly modules.

2. **Technology Intervention (40 Points):** Students will reflect on what defines the role of technology in the classroom based on the guidance and mandates provided by legislation, technology standards, and national plans related to technology use in the classroom. Then design an intervention plan using technology to support student learning with elements of UDL. (TPE U3.7)

3. **Assistive Technology Presentation (50 Points):** Students will review available instructional technology platforms or educational applications and demonstrate their accessibility for students with various disabilities, their alignment to principles of UDL, and how the tool addresses specific learning needs of students with various disabilities. Various due dates-sign up in Week (Module) 2.

4. **Technology Resource Collaboration (50 Points):** Students will work collaboratively in small groups to create a resource highlighting technology resources and levels of support in an assigned area that aligns to TPE standards including the areas of academics, behavior, social emotional learning and AI. Include relevant information related to age restrictions, cost of program or app, confidentiality, and ways to promote accessibility.

Final Examination or Evaluation
In place of a final exam, students will present their resources and provide a download of the resource to share with peers.

✔ Grading Information

Late Policy

All assignments are due on the assigned date at the assigned time and must be submitted through CANVAS. Emailed or paper copies of assignments cannot be accepted. It is part of the ethos of the Department of Special Education to prepare students for the role of special education teacher. This role requires careful attention be paid to due dates (e.g., a late IEP meeting can - and does - lead to legal action). It is, therefore, critical that you practice the skills necessary to manage your time as part of your coursework. Therefore, submission portals for assignments will close two weeks after the submission deadline. Students will need to request permission to submit an assignment more than two weeks late.

At the same time, it is important to practice grace. If you know that you will not be able to turn an assignment in on time, you will be given a reprieve if you contact the instructor 48 hours in advance, and commit to a new date. If you do not contact the instructor 48 hours in advance, grades will automatically have a 10% deduction on the points earned for each week the assignment is turned in late as follows:

Days Late	Late Deductions	Notes
1-6 days	10%	No need to contact instructor if turned in without advance notice- deduction will automatically be applied.
7-13 days	20%	No need to contact instructor if turned in without advance notice- deduction will automatically be applied
14-20 days	30%	Must contact instructor
21+ days	40%	Must contact instructor

1. All written work must be turned in using Microsoft Office Word or pdf. The Microsoft Office Suite is available *for free* from the university. If you do not have Microsoft Office on your computer, please refer to [Information Technology Services (http://its.sjsu.edu/services/software/microsoft-students/index.html)](http://its.sjsu.edu/services/software/microsoft-students/index.html) for information on how to download the software on your device. Assignments turned in using Google Docs, Apple Pages, or any other unique format will be returned and the student will need to resubmit.

Breakdown

Grade	Percentage

A	94-100%
A-	90-93%
B+	86-89%
B	83-85%
B-	80-82%
C+	76-79%
C	73-75%
C-	70-72%
D+	66-69%
D-	60-62%
F	0-59%

🏛 University Policies

Per [University Policy S16-9 (PDF) (http://www.sjsu.edu/senate/docs/S16-9.pdf)](http://www.sjsu.edu/senate/docs/S16-9.pdf), relevant university policy concerning all courses, such as student responsibilities, academic integrity, accommodations, dropping and adding, consent for recording of class, etc. and available student services (e.g. learning assistance, counseling, and other resources) are listed on the [Syllabus Information (https://www.sjsu.edu/curriculum/courses/syllabus-info.php)](https://www.sjsu.edu/curriculum/courses/syllabus-info.php) web page. Make sure to visit this page to review and be aware of these university policies and resources.

📅 Course Schedule

Fall 2025 Schedule EDSE 241

Date	Topic	Assignments
Week 1 Aug. 20-24	Introduction Course overview	Complete Canvas readings and activities.

| Week 2

Aug. 25-31 | Assistive Technology in Special Education Overview

TPE Standards/IEP Procedures | Complete Canvas readings and activities. |
|---|---|---|
| Week 3

Sept. 1-7 | Culturally Responsive Teaching and Equitable practices using technology | Complete Canvas readings and activities. |
| Week 4

Sept. 8-14 | Universal Design for Learning/ Differentiating Instruction

Cast-UDL Guidelines | Complete Canvas readings and activities. |
| Week 5

Sept. 15-21 | Technology laws and regulations,

Digital Citizenship

Technology learning standards | Complete Canvas readings and activities. |
| Week 6

Sept. 22-28 | Assistive Technology and Communication

Communication Presentations | Complete Canvas readings and activities. |
| Week 7

Sept. 29-Oct. 5 | Assistive Technology and Reading (decoding, phonemic awareness, fluency, comprehension)

Reading Presentations | Complete Canvas readings and activities. |
| Week 8

Oct. 6- 12 | Assistive Technology and Math (problem solving, word problems, fluency)

Math Presentations | Complete Canvas readings and activities. |
| Week 9

Oct. 13-19 | Assistive Technology for science and social studies (VR, encyclopedia/research resources)

Science Presentations | Complete Canvas readings and activities. |

Week 10 Oct. 20-26	Assistive Technology for writing (voice to text, dictionary, story starters) Writing Presentations	Complete Canvas readings and activities.
Week 11 Oct. 27- Nov. 2	Assistive Technology to support behavior (behavior reinforcement, behavior contracts, data collection) Behavior Support Presentations	Complete Canvas readings and activities.
Week 12 Nov. 3-9	Artificial Intelligence (AI) & Special Education AI/ Presentations	Complete Canvas readings and activities. Technology Intervention Plan due Nov. 9
Week 13 Nov. 10-16	Accommodations using technology	Complete Canvas readings and activities. Technology Resource Collaboration Groups Assigned
Week 14 Nov. 17-23	Technology for data collection and progress monitoring	Complete Canvas readings and activities.
Week 15 Nov. 24-30	Thanksgiving Break (short week)	Complete Canvas readings and activities.
Week 16 Dec. 1-7	Work on Resource Presentations	Technology Resource Collaboration Due Dec. 7
Final Exam Week	Technology Resource Collaboration	Makeups Late Work