



This course is technology intensive and run 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 ASAP.

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.

CTC Teacher Performance Expectations



Course Learning Outcomes (CLOs)

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.
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Education Sciences, What Works Clearinghouse (WWC 20090001), and National Center for Education Evaluation and Regional Assistance (NCEE), *Institute of Education Sciences, U.S. Department of Education*. <https://whatworks.ed.gov>.

Dexter, S., & Richardson, J. W. (2020). What does technology integration research tell us about the leadership of technology? *Journal of Research on Technology in Education*, *52(1)*, 17– 36.

Gonzales, M. M. (2020). School technology leadership vision and challenges: Perspectives from American school administrators. *International Journal of Educational Management*, *34(4)*, 697– 708.

König, J., Jäger-Biela, D. J., & Glutsch, N. (2020). Adapting to online teaching during COVID-19 school closure: Teacher education and teacher competence effects among early career teachers in Germany. *European Management*,

Other Technology Requirements / Equipment / Material

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

Course Requirements and Assignments

Success in this course is based on the expectation that students will spend, for each unit of credit, a minimum of 45 hours over the length of the course (normally three hours per unit per week) for instruction, preparation/studying, or course related activities, including but not limited to internships, labs, and clinical practica. Other course structures will have equivalent workload expectations as described in the syllabus.

Assignments

1. Weekly Canvas Materials (10-20 Points weekly): For each topic presented in the course, students will be tasked with discussing in small or large 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) Due 11/10/24
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 Module 1
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. Due 12/09/24

Final Examination or Evaluation

University Policies

Per University Policy S16-9, university-wide policy information relevant to all courses, such as academic integrity, accommodations, etc. will be available on Office of Graduate and Undergraduate Programs' [Syllabus Information web page](http://www.sjsu.edu/gup/syllabusinfo/) at <http://www.sjsu.edu/gup/syllabusinfo/>

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

Date	Topic	Assignments
Week 1 8/21/24-8/25/24	Introduction Course overview	All Module 1 Assignments and activities due 8/25/24
Week 2 8/26/24- 9/1/24	Assistive Technology in Special Education Overview TPE Standards/IEP Procedures	Complete Canvas readings and activities.
Week 3 9/2/24- 9/8/24	Culturally Responsive Teaching and Equitable practices using technology	Complete Canvas readings and activities.
Week 4 9/9/24- 9/15/24	Universal Design for Learning/ Differentiating Instruction Cast-UDL Guidelines Dr. Katie Novak	Complete Canvas readings and activities. Technology Laws Assignment assigned (due 9/22/24)

<p>Week 12</p> <p>11/4/24- 11/10/24</p>	<p>Artificial Intelligence (AI) & Special Education</p> <p>AI/Presentations</p>	<p>Complete Canvas readings and activities.</p> <p>Technology Intervention Plan due 11/10/24</p>
<p>Week 13</p> <p>11/11/24-11/17/24</p>	<p>Accommodations using technology</p>	<p>Complete Canvas readings and activities.</p> <p>Resource Group Assigned due 11/17/24</p>
<p>Week 14</p> <p>11/18/24- 11/24/24</p>	<p>Technology for data collection and progress monitoring</p>	<p>Complete Canvas readings and activities.</p>
<p>Week 15</p> <p>11/25/24- 12/1/24</p>	<p>Thanksgiving Break (short week)</p>	<p>Complete Canvas readings and activities.</p>
<p>Final Exam</p> <p>12/2/24-</p> <p>12/8/24</p>	<p>Special education resource presentations</p>	<p>Resource Presentation due 12/8/24</p>