



UTTylerTM SCHOOL OF EDUCATION

Course prefix and Number	EDCI 5334.060
Course Title	Learning Technologies & Disabilities
Session	Fall, 2026
Course Meeting	Online
Office Hours	By Appointment and/or Tues & Thurs 12:00-1:30pm. In-person and virtual available. For virtual meeting, you will use this Zoom link.
Instructor	Woonhee Sung, Ed.D wsung@uttyler.edu /CANVAS inbox 903.566.7175 BEP 243, School of Education

Course Description:

This graduate course highlights how technology can differentiate instruction and assistive technology may support the needs of all students, including students with disabilities.

Student Learning Outcomes: The purpose of this course is to teach students to use and understand how assistive technologies can increase educational access and improve achievement for all individuals. This course will explore types of assistive technologies and resources needed and required in schools. The primary student learning objectives are:

- Recognize the use of assistive technology in classrooms and in the workforce.
- Identify and utilize an augmentative communication system.
- Know the laws and critical issues regarding the use of assistive technologies in schools.
- Explain how assistive technologies can transition from school to home.
- Reflect upon current and future classroom assistive technology trends.
- Differentiate instruction to meet the needs of all learners.

Evaluation and Grading

Your course grade will be based on the following course activities:

1. Class Readings/Discussions/Quizzes:

Students will read the assigned readings and discuss/answer questions relevant to the readings with their peers including how the information in the reading is relevant to them as an AT practitioner, how they would integrate the information in their work setting.

(TES #6; ISTE 1A)

2. Participation in SONA research

SONA Research Pool Requirement (worth 10 points): Students must fulfill a research pool requirement. This requirement can be satisfied in one of two ways: (1) volunteering for approved School of Education research studies or (2) completing alternative assignments that are equal in time and effort to the research opportunities. Detailed information (including options and deadlines) is available on Canvas. Tutorial video

(<https://www.youtube.com/watch?v=1OnT2ZU6QQ&feature=youtu.be>)

3. AT Technologies Electronic Portfolio:

Students will create an assistive technology portfolio. TES#1Biii; 3A

Begin gathering resources on assistive technology. The portfolio can be compiled and presented electronically using a website. The portfolio is to be organized with the materials clearly labeled. The following categories are required:

- a. course assessments TES#5A-5D; ISTE 7C
- b. product flyers and catalog excerpts TES#1Biii; 2Bii; 4Bi
- c. standards or guidelines from your professional organization regarding assistive technology skills TES#1, 3; 6Aii; 6Di;
- d. informative websites or print materials that would be useful resources for colleagues and parents. TES Standards: (#4D, iv; #5Biii; #6Ci; Dii)
- e. Add relevant materials to the portfolio after reading each subsequent chapter in the text (e.g. books, videos). TES# 2Bii; ISTE 1A; 5A

4. Social Story Project: Students will use story creation tool (Prezi, Canva, BoardMaker, or other graphic tools) to create a social story for a child with an autism spectrum disorder
TES#: 3A; 2Bii; 2Biii; 3Biii; ISTE 1A; 5A

5. Interview Reflection:

Observe or interview a person with a disability who uses assistive technology in daily life. The technology could be a computer, an augmentative communication system, or any low-tech or mid-tech device. **Or**, observe a teacher who uses assistive technology in a unique and exemplary way in his/her classroom.

TES: #2Bi; 3CA-C; ISTE 4; 5A;

6. Low-tech assistive technology tool creativity:

Visit a dollar, craft or office supply store and find 5 items that could be used as low-tech assistive technology tool. Brainstorm ideas for using the device and describe:

- a) characteristics of students who may benefit from the device,
- b) environment it may be best used in (e.g. early childhood classroom during share time),
- c) the tasks it may assist with (e.g. highlighting difficult words while reading).
- d) follow the assignment guidelines in Canvas

TES#: 2Bi; 3B; 4Ai; ISTE 1A

Grade Weights:**Projects = 50%**

Portfolio	20 points
Stories	30 points
Interview	20 points
Creativity	30 points

Class Participation = 50%

Quizzes
Reflections & Discussions
SONA Research study participation (or alternative)

Last day to Withdraw from this course: October 30, 2026

Teaching Strategies: Lecture, model lessons, project-based learning, writing-based assignments, collaboration, reflection, technology portfolio, discussions, textbook readings, and social media applications.

Required Texts and Tools:

Assistive Technology in the Classroom: Enhancing the School Experiences of Students with Disabilities, (3rd edition) Author: Amy G. Dell, Deborah A. Newton, Jerry G. Petroff

Published by Pearson (December 10th 2020) - Copyright © 2017

E-text: ISBN-13: 9780134170503

Copy version: ISBN-13: 9780134276991

The textbook is available in e-text format from the publisher's website: [Pearson.com](https://www.pearson.com)

Note: A student from this institution is not under any obligation to purchase or rent a textbook from a university-affiliated bookstore.

BoardMaker (Note: You will use the 30 day free trial- Do not sign up for this until assigned)

You can use other story creation tool such as CANVA or Prezi for creating the social story.

Movie (or book): Wonder (details provided in module one)

Technology Access:

This is an online course and will require reliable technology.

Required technology includes:

Hardware:

- Desktop or Laptop computer with Internet access.

Note: If your Internet connection is down, it is your responsibility to seek access at a venue such as in the UTT computer lab (located in BEP 249 or HPR 134), a public library to complete and submit your work on time.

- A camera, microphone, and sound.

Software:

- A current operating system (Microsoft or Apple)

- A web browser (e.g., Chrome, Safari, Firefox, etc.).
- Access to Canvas and Patriot Mail. **Note: Google Chrome does not support JAVA.**
- Microsoft Office (Available at no charge to students at <https://www.utttyler.edu/it/office365/proplus.php>)

Also, standard plug-ins such as:

- Java
- Flash
- QuickTime
- Adobe Reader or another PDF reader such as Preview on the Mac
- Other software as noted in each module
- EPortfolio

Technical Support: Technology related problems (e.g., email, Canvas, matters of access etc.) can often be solved by accessing 24/7 Canvas support found in Canvas in the lower right corner of the Canvas screen.

The UT Tyler Information Technology Hotline at (903) 565-5555 x2 or email at itsupport@patriots.utttyler.edu is also available. In your email be sure to include:

- The title and number of the course
- The Canvas page in question
- A description and message number for any error message that you receive
- What you were doing at the time you got the error message

Course Policies:

1. Class Participation: This course is designed as an online course and you are required to attend! You will have a weekly reading, book assignment (e.g. reflection, discussion), and a technology project due by Sunday at 11:59 PM. The course schedule has been set up so that new assignments will be posted on Mondays. Students should expect to spend a minimum of six hours per module.

2. Grading Policy: All assignments are to be submitted on or prior to the due date. **Late work** is not accepted without prior permission from the instructor. **Be aware that technical difficulties or lack of Internet access or access to required technologies and software are not accepted as excuses for late work or incomplete work.** Please proofread assignments carefully so no spelling, grammatical, and/or punctuation errors exist. Points for spelling, grammatical, and/or punctuation are included in the grading scheme for each assignment.

3. Grades of "I" will be given only when there is a compelling reason (e.g., serious illness). **If you have a question or need help, please email me prior to the due date at** wsung@utttyler.edu. Please allow up to 48 hours for response to an email.

4. Descriptions of all projects and assignments will be posted on Canvas. Criteria mentioned in these descriptions must be followed in order to receive full credit for your work. All assignments will be turned in through the assignment tab in Canvas.

5. Portfolio: Each student will be required to construct an electronic portfolio for this class. Detailed instructions will be in the course module.

6. Turn it In is a tool that will be used to check a document for plagiarism. The tool provides feedback as to whether or not the text in a document is a close match with other documents on the Internet, in journal databases, and submitted to Canvas. *If a student is caught plagiarizing, a grade of zero will be given as well as a disposition for cheating.*

7. Dispositions - All students in the UT Tyler Teacher Preparation Program must adhere to the professional behaviors outlined in the UT Tyler School of Education Dispositions. These dispositions are listed at the following website: <https://www.uttyler.edu/education/files/dispositions-all-forms.pdf>

Tentative Schedule and Activities

*The instructor reserves the right to change assignments and due dates to meet the needs of the class. Every effort will be made to provide reasonable notice to students of no less than 24 hours and will be communicated via Announcements and/or class E-mail.

*Details will be posted in each module for each week's activities.

Weeks	Readings	Assignments
Week 1:	Topic: Overview of course Reading: Chapter One	Reading Assignment Be ready for the ePortfolio
Week 2:	Topic: Assistive Technology to Support Writing Reading: Chapter Two	Reading Assignment Quiz Two
Week 3:	Topic: Assistive Technology to Support Reading Reading: Chapter Three	Reading Assignment Quiz Three
Week 4:	Topic: Universal Design Reading: Chapter Four	Reading Assignment Quiz Four Low-Tech Tool Creativity and Feedback Due
Week 5:	Topic: Assistive Technology and Math Reading: Chapter Five	Reading Assignment Quiz Five, Reflection
Week 6:	Topic: Enhanced Communication Reading: Chapter Six	Reading Assignment Quiz Six
Week 7:	Topic: Visual Supports/AI for vision and positive behavior Reading: Chapter Seven	The Many Faces of Autism Course Social Story
Week 8:	Topic: Access to Computers with AI support Reading: Chapter Eight	Reflect on AI-based Assistive Technology and Features

Week 9	Topic: Selection and Resources Reading: Chapter Nine	
Week 10	Topic: Selecting Communication Systems, Communication AI Strategy Reading: Chapter Ten	Quiz about Communication
Week 11	Topic: Teaching Literacy Reading: Chapter Eleven	Reading Assignment and Reflection
Week 12	Topic: School to Home AT Reading: Chapter Twelve	Reading Assignment and Reflection
Week 13	Thanksgiving	
Week 14	Topic: School Implementation Reading: Chapter Thirteen-Fourteen	Find and Review/Reflect articles about Assistive Technology Implementation
Week 15	Final Exam Week	All Quizzes must be submitted E-portfolio due (all links and resources need to work)

Bibliography

Alwell, M., & Cobb, B. (2009). Social and communicative interventions and transition outcomes for youth with disabilities: A systematic review. *Career Development for Exceptional Individuals*, 32, 94-107.

Assistive Technology Annotated Bibliography 4 National Technical Assistance Center on Transition www.TransitionTA.org

Baxter, S., Enderby, P., Evans, P., & Judge, S. (2012). Barriers and facilitators to the use of high-technology augmentative and alternative communication devices: A systematic review and qualitative synthesis. *International Journal of Language & Communication Disorders*, 47, 115-129

CAST (2011). Universal design for learning guidelines version 2.0. Wakeeld, MA: Author.

Katsiyannis, A., Yell, M., & Bradley, R. (2001). Reflections on the 25th anniversary of the individuals with disabilities education act. *Remedial and Special Education*, 22, 324-334.

Martin, E., Martin, R., & Terman, D. (1996). The legislative and litigation history of special education. *The Future of Children*, 6, 25-39.

Messinger-Willman, J., & Marino, M. T. (2010). Universal design for learning and assistive technology: Leadership considerations for promoting inclusive education in today's secondary schools. *NASSP Bulletin*, 94, 5-16.

National Center on Technology and Disability www.ctdinstitute.org/library

Turnbull, H. (2005). Individuals with disabilities education act reauthorization: Accountability and personal responsibility. *Remedial and Special Education*, 26, 320-326.

Turnbull, H., Huerta, N., & Stowe, M. (2004). *The Individuals with Disabilities Education Act as Amended in 2004*. Upper Saddle River, New Jersey: Pearson Education, Inc.

U.S. Department of Education. (2010). *Thirty-five Years of Progress in Educating Children with Disabilities through IDEA*. Retrieved from <http://www2.ed.gov/about/offices/list/ose/idea35/history/idea-35-history.pdf>

Unicef (n.d.) *Assistive Technology for Children with Disabilities: Creating Opportunities for Education, Inclusion and Participation A discussion paper*. Retrieved from <https://www.unicef.org/disabilities/files/Assistive-Tech-Web.pdf>

Artificial Intelligence Statement

UT Tyler is committed to exploring and using artificial intelligence (AI) tools as appropriate for the discipline and task undertaken. We encourage discussing AI tools' ethical, societal, philosophical, and disciplinary implications. All uses of AI should be acknowledged as this aligns with our commitment to honor and integrity, as noted in UT Tyler's Honor Code. Faculty and students must not use protected information, data, or copyrighted materials when using any AI tool. Additionally, users should be aware that AI tools rely on predictive models to generate content that may appear correct but is sometimes shown to be incomplete, inaccurate, taken without attribution from other sources, and/or biased. Consequently, an AI tool should not be considered a substitute for traditional approaches to research. You are ultimately responsible for the quality and content of the information you submit. Misusing AI tools that violate the guidelines specified for this course is considered a breach of academic integrity. The student will be subject to disciplinary actions as outlined in UT Tyler's Academic Integrity Policy.

In this course,

*Unless explicitly stated in the assignment guideline, you are not allowed to use Open AI to generate assignments including reflections, discussion postings, essays, or other type or product. You can use Open AI to proofread your work or make revision. But you cannot ask Open AI to update your product following the rubric, because this will use rubric criteria as a keyword and basically rewrite/produce your responses/work. When you use Open AI, you need to cite AI tool properly (with due consideration for the quality of the reference, which may be poor).

*Any plagiarism or other form of cheating will be dealt with severely under relevant UT Tyler policies.

The School of Education Mission

The School of Education prepares educators and leaders who transform lives through learning. Through excellence in teaching, scholarship, innovation, and partnership, we strengthen the educator workforce, advance educational opportunity, and improve outcomes for learners, schools, and communities across East Texas and beyond.

UT TYLER'S SCHOOL OF EDUCATION STANDARDS FOR EDUCATOR PREPARATION PROGRAMS

Texas Education Standards: The School of Education are committed to teaching and implementing the Texas Educator Standards at the highest level. The School of Education faculty use the Texas Education Standards, along with the Interstate New Teacher Assessment and Support Consortium (InTASC) standards used by educator preparation programs throughout the United States.

The list of Texas Education Standards can be accessed [here](#).

Access the Code of Ethics and Standard Practices for Texas Educators can be accessed [here](#).

UNIVERSITY POLICIES

UT Tyler Honor Code

Every member of the UT Tyler community joins together to embrace: Honor and integrity that will not allow me to lie, cheat, or steal, nor to accept the actions of those who do.

For a full list of university policies including information related to the topics listed below, click [here](#).

- Students Rights and Responsibilities
- Campus Carry
- Tobacco-Free University
- Grade Replacement/Forgiveness and Census Date Policies
- State-Mandated Course Drop Policy
- Disability Services
- Student Absence due to Religious Observance
- Student Absence for University-Sponsored Events and Activities
- Social Security and FERPA Statement
- Emergency Exits and Evacuation
- Student Standards of Academic Conduct

UT Tyler Resources for Students:

- UT Tyler Writing Center (903.565.5995), writingcenter@uttyler.edu, <http://www.uttyler.edu/writingcenter/>

- UT Tyler Tutoring Center (903.565.5964), tutoring@uttyler.edu, <https://www.uttyler.edu/tutoring/>
- The Mathematics Learning Center, RBN 4021, This is the open access computer lab for math students, with tutors on duty to assist students who are enrolled in early-career courses.
- UT Tyler Counseling Center (903.566.7254) <https://www.uttyler.edu/counseling/>

[University Guidelines, Links and Policies](#)