



Special Education Globalization and International Educational Perspectives Syllabus & Course Schedule
SP ED 3020/5020-090: Spring 2020

Instructor: Sharlene A. Kiuvara, Ph.D.
Location: Canvas Learning Management System
Credit Hours: 3.0
E-mail: Please use the Canvas system to send messages to your instructor
Office Phone: 801-585-1176
Office Location: 2275 SAEC
Office Hours: Please schedule an appointment either to meet in-person or meet virtually using Canvas

Course Outcomes

This course meets the International (IR) requirement. This course addresses the following Essential Learning Outcomes: Written Communication, Teamwork, and Intercultural Knowledge and Competence.

Course Description

This course is designed to give students a broad-base knowledge about global issues and global perspectives concerning the 1948 Universal Declaration of Human Rights that “Everyone has a right to education.” Guiding questions in this course include (a) do global communities have the same perspective on the right to an education for all learners including those with disabilities and (b) is there an evolving global movement for educating all learners including those with disabilities? This course will introduce students to an international frame of reference so that they may think critically about global education practices concerning individuals with exceptional learning needs involved in four of the world’s major civilizations (a) Confucian, (b) Islamic, (c) Western, and (d) Hindu. This course will support students’ understanding of differing perspectives concerning the universal right to education while investigating the needs of persons with disabilities in the global community. Students will be expected to build skills in communicating with understanding about international needs of exceptional populations in global communities.

Purpose. Special Education Globalization and International Educational Perspectives is an introduction to the issues of the international right to education for children of the world and it is not intended to be a methods course. Students will become familiar with the pertinent background information, concepts, issues and trends concerning globalization and international education perspectives. This course is being taught via Internet.

Course Objectives. This course is based on the assumption that the student has a basic understanding of general education and special education issues in the United States and a

basic understanding of writing using the American Psychological Association (APA) style. Using the APA style of writing in this course is required. The student will be able to demonstrate the following objectives in this course:

1. Identify contemporary issues within global education perspectives that impact the education of persons with disabilities
2. Identify global interdependency and collaborative efforts concerning persons with disabilities and explain relevancy for their future work
3. Describe how global awareness will impact the student's frame of reference in the future when working in educational systems with students and their families.
4. Understand global perspectives of learning needs of individuals with disabilities.

Course Structure. The course will be an online combination of: discussion board activities, individual assignments, and group & individual projects which will include using a memory matrix to compare and contrast international community perspectives with the United States perspectives.

Additional Course Requirements. It is required that you know how to use Canvas and navigate throughout the Canvas environment. You also need to be familiar with using word processing and internet browsers, such as MS Word, Internet Explorer, etc.

You must be capable of submitting all assignments in MS Word format. If you do not use MS Word you must save your file in Rich Text “.rtf” format before you submit the assignment. In order for you to meet the course objectives and to pass this course, your participation is mandatory. Participation is defined as providing relevant and consistent contributions throughout each online module. Within the online virtual classroom, participation includes submitting all assignments when due and active participation in the Discussion Forums. **All work is required by established due dates before 11:59 PM. Late work will not be graded.** Please make a special note that there are no extra credit or bonus options for additional work in this course.

Course Readings

Required Text

Spring, J. (2001). *Globalization and Educational Rights*. Mahwah, NJ: Lawrence Erlbaum Associates.

Highly Recommended Text

Publication Manual of the American Psychological Association 6th Edition ISBN-10: 1-4338-0561-8 (softcover)

Additional Required Course Readings Posted in Each Canvas Module

In addition to the readings from the course textbook, you will find additional course readings for this semester. Please read all the assigned readings in the order they are presented in Canvas and on the Course. You are responsible to complete all assigned readings for each module **prior** to completing and posting your assignments.

Assignments and Activities

There are three course modules for you to complete. Each module will have individual assignments, discussion post assignments, and group assignments with corresponding assigned readings from the textbook and from the additional reading list:

1. Module 1 - Civilization Perspectives Table and Discussion
2. Module 3 – Mind Map and Discussion
3. Module 3 - Educational Amendments Proposals and Discussion

Individual Assignments and Online Discussion Board Responses. All assignments must be uploaded in our Canvas course for ASSIGNMENT and DISCUSSION boards for grading and feedback.

1. Individual Assignments + Post & Response to Discussion Board (three parts). In order to receive full credit for these assignments, you must submit your individual assignment, post (by copying and pasting) your individual writing assignment in the Module's ONLINE DISCUSSION BOARD, and then read your peers' assignments and respond by the following Friday before midnight of each week. **Assignments and postings that are submitted past the due date will not be graded.** Further information and due dates are posted for each assignment.
 - Part 1: You will write an individual written paper that synthesizes and reflects on main themes from an assigned article from our reading list. You will submit these assignments on the due date.
 - Part 2: Then, you will then copy and paste your written paper on the ONLINE DISCUSSION BOARD within the Canvas Module also on the same due date. This will give you time to read your peers' papers and submit your responses by Fridays of each week.
 - Part 3: You will read what your peers have posted and submit a response within the ONLINE DISCUSSION BOARD. You will respond to your peers' individual writing assignments. There will be some assignments for which you will research on your own an article (not used in our class) and/or a media clip that illustrates a specific international or national topic in the module. For the latter posts, you will be expected to participate with a minimum posting per activity and two responses to a classmate.
2. Group Assignments. Group assignments are due before midnight on the due date and must be put into the assignment box by each group member through Canvas (assignments emailed to the instructor will not be graded). **All assignments including the group assignments must be submitted in MS Word Doc. or Docx. format and submitted through Canvas.** Please submit your work well in advance of the scheduled deadline. Once the due date has passed the Canvas will designate it as LATE and it will not be graded.
3. Additional Assignment for 5020 Graduate Students. Graduate students will develop an annotated bibliography of 10 data-based research articles focused on educational rights and/or special education services in another culture other than the four main civilizations from the Spring book. Graduate students must have their topic approved by the instructor. The instructor will provide you with an assignment description in the Graduate Student Module in Canvas.

Evaluation Method and Assignments

Grading scale:

94-100%	A	77-79%	C+
90-93%	A-	73-76%	C
87-89%	B+	70-72%	C-
83-86%	B	<70%	D
80-82%	B-	<60%	E

Assignments must be submitted according to due dates listed in Canvas for you to receive full credit. ONLINE DISCUSSION BOARD postings will not be reviewed for point credit if they are not logged within the dates and time frames for the specific module assigned and then marked as LATE within the Canvas system.

All assignments must be completed on a computer and submitted in MS Word or Richtext (RTF) format. Assignments submitted to fulfill requirements in another class may not be submitted to fulfill the requirements of this class. Writing errors, such as spelling and punctuation, grammatical errors, etc., will be taken into consideration and may lower the points awarded for assignments. All assignments should be professional in appearance, such as you would submit to an employer. **Students should keep an extra copy of all work submitted to the instructor of this course on a flash drive.**

Plagiarism or any other form of cheating cannot be tolerated. Any student participating in such activities will receive a final grade of E for the course and be referred to University of Utah administration for additional actions. The instructor has elected to use a plagiarism detection service in this course, in which case you will be required to submit your paper to such a service as part of your assignment. Again, utilizing the ideas, expressions, or words of others without citing the source constitutes plagiarism. Therefore, you must cite sources in ALL your work. Please also note that you may not submit an assignment for this class that has been previously submitted for another course.

University and General Classroom Policies

It is expected that students will maintain a respectful and civil atmosphere during class online discussions. Thus, expectations are that students: (a) prevent course issues by refraining from using inappropriate language and (b) adhere to the University of Utah code for student conduct.

In order to maintain a positive, civil environment for learning, students are expected to strive to meet the goals described in the University of Utah's Student Code, which states *"the mission of the University of Utah is to educate the individual and to discover, refine and disseminate knowledge. The University supports the intellectual, personal, social and ethical development of members of the University community. These goals can best be achieved in an open and supportive environment that encourages reasoned discourse, honesty, and respect for the rights of all individuals. Students at the University of Utah are encouraged to exercise personal responsibility and self-discipline and engage in the rigors of discovery and scholarship."*

Student Names & Personal Pronouns. Class rosters are provided to the instructor with the student's legal name as well as "Preferred first name" (if previously entered by you in the Student Profile section of your CIS account). While CIS refers to this as merely a *preference*, I will honor you by referring to you with the name and pronoun that feels best for you in class, on papers, exams, etc. Please advise me of any name or pronoun changes (and update CIS) so I can help create a learning environment in which you, your name, and your pronoun will be respected. If you need assistance getting your preferred name on your U IDcard, please visit the LGBT Resource Center Room 409 in the Olpin Union Building, or email bpeacock@sa.utah.edu to schedule a time to drop by. The LGBT Resource Center hours are M-F 8am-5pm, and 8am-6pm on Tuesdays.

Confidentiality. In this class it is expected that you will protect the rights to confidentiality afforded to students with disabilities and their families. Often in class we will discuss individual students, assessment situations, and outcomes. Your experience with students with disabilities and their families is helpful in adding to content and understanding of issues in applied settings. However, when discussing an individual student you are working with or have worked with in the past, or when you write and post assignments, please DO NOT reveal any information that would allow other people in class to identify the student (e.g. name, school, age, parents name, etc).

Academic Misconduct and Student Plagiarism. Any occurrences of academic misconduct (e.g., attempts to cheat on exams, plagiarism in writing) will be penalized to the fullest extent allowed by department, college, and university regulations.

Misrepresenting someone else's work as your own is a violation of University policy. As per the University of Utah Student Code, plagiarism means "the intentional unacknowledged use or incorporation of any other person's work in, or as a basis for, one's own work offered for academic consideration or credit or for public presentation. Plagiarism includes, but is not limited to, representing as one's own, without attribution, any other individual's words, phrasing, ideas, sequence of ideas, information or any other mode or content of expression." Sanctions for student plagiarism are at the discretion of the course instructor, but may result in a failing grade for the course. The instructor is required to report in writing any act of plagiarism to the Department Chair with a copy to the student's file. For more information on ways to avoid plagiarizing, see the Department of Special Education Student Handbook.

Safety on Campus. The University of Utah values the safety of all campus community members. To report suspicious activity or to request a courtesy escort, call campus police at [801-585-COPS \(801-585-2677\)](tel:801-585-COPS). You will receive important emergency alerts and safety messages regarding campus safety via text message. For more information regarding safety and to view available training resources, including helpful videos, visit safeu.utah.edu.

Addressing Sexual Misconduct. Title IX makes it clear that violence and harassment based on sex and gender (which includes sexual orientation and gender identity/expression) is a Civil Rights offense subject to the same kinds of accountability and the same kinds of support applied to offenses against other protected categories such as race, national origin, color, religion, age, status as a person with a disability, veteran's status or genetic information. If you or someone you know has been harassed or assaulted, you are encouraged to report it to the Title IX Coordinator in the Office of Equal Opportunity and Affirmative Action, 135 Park Building, 801-581-8365, or the Office of the Dean of Students, 270 Union Building, 801-581-7066. For support and confidential consultation, contact the Center for Student Wellness, 426 SSB, 801-581-7776. To report to the police, contact the Department of Public Safety, 801-585-2677(COPS).

Accommodations. Students requiring special accommodations to meet the course expectations should bring this to the attention of the instructor during the first week of the semester or immediately after the identification of a new disability. Written documentation from the Center for Disability and Access (160 Olpin Union Building) concerning the disability must be provided before accommodations can be made.

Wellness Statement. Personal concerns such as stress, anxiety, relationship difficulties, depression, cross-cultural differences, etc., can interfere with a student's ability to succeed and thrive at the University of Utah. For helpful resources contact the Center for Student Wellness at www.wellness.utah.edu or 801-581-7776.

Veterans Center. If you are a student veteran, the U of Utah has a Veterans Support Center located in Room 161 in the Olpin Union Building. Hours: M-F 8-5pm. Please visit their website for more information about what support they offer, a list of ongoing events and links to outside resources: <http://veteranscenter.utah.edu/>. Please also let me know if you need any additional support in this class for any reason.

LGTB Resource Center. The LGBT Resource Center offers Gender and Sexuality (formerly Safe Zone) trainings for faculty, staff and instructors at the U. You can also schedule one for your office or Department. The aim of the training is to promote inclusive teaching and foster a respectful, safe environment for lesbian, gay, bisexual, transgender, queer and questioning individuals in our classrooms. For more information about trainings/ workshops, panels and suggesting on how to ask about personal pronouns and preferred student names please go to: <http://lgbt.utah.edu/lgbtrc-programs/trainings.php>. If you plan to indicate that your classroom is a safe zone, please attend one of these trainings.

Learners of English as an Additional/Second Language. If you are an English language learner, please be aware of several resources on campus that will support you with your language and writing development. These resources include: the Writing Center (<http://writingcenter.utah.edu/>); the Writing Program (<http://writing-program.utah.edu/>); the English Language Institute (<http://continue.utah.edu/eli/>). Please let me know if there is any additional support you would like to discuss for this class.

