



Special Education Globalization and International Educational Perspectives
SP ED 3020/5020-090
Spring Semester 2025

- Location:** Online: Canvas Learning Management System
- Credit Hours:** 3.0
- Instructor:** Sandy Smith, Ph.D., SAEC 2273
- E-mail:** Please use the Canvas system to send messages
- Office Hours:** Wednesdays, 1:00-3:00 or by appointment, in-person or via Zoom or Teams.

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 around the world. 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 and historical needs of exceptional populations in global communities and to compare across cultures and time.

Purpose

Special Education Globalization and International Educational Perspectives is an introduction to the historical and current 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 educational perspectives. This course is taught asynchronously via Canvas.



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 assignments. Students will progress through three modules if registered for SP ED 3020 or four modules if registered for SP ED 5020.

Additional Course Requirements

<i>Expectations of Students</i>	<i>Expectations of the Instructor</i>
Demonstrate independent learning and problem solving	Facilitate independent learning and problem solving
Perform graduate-level work with mature and professional integrity.	Provide material that is relevant for students with diverse needs
Allow 2 workdays for response to email; see email protocol below	Respond to emails within 2 workdays
Complete all assignments and actively participate in class activities, projects, and discussions with a high level of commitment. Submit assignments on time through <i>Canvas</i>	Grade assignments submitted on time through <i>Canvas</i> within two weeks
Demonstrate professional behavior when asking questions or emailing	Respond to students with respect and professional behavior
Take initiative in learning the material	Guide and support student learning
Take advantage of the office hours. If you are unable to meet during the scheduled time, email me and we will schedule a mutually agreeable time.	Schedule an agreed upon meeting time with students

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 PDF format before you submit the assignment.



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 before midnight on the due date and responding to your peers' work on the Discussion boards. All work is required by established due dates before 11:59 PM. Late work will be graded with a point deduction as per the late work policy. Please make a special note that there are no extra credit or bonus options for additional work in this course, unless specified by the instructor.

Course Readings

Required Text

The following text is available digitally in Canvas. Click "Bookshelf" in the menu on the left side of your screen in the Canvas course. It is also available at the University Bookstore:

Disability and world religions: An introduction

ISBN: 9781602587519

Published by Baylor University Press

Publication date: Nov. 30, 2021

Recommended Text (Graduate Students)

Publication Manual of the American Psychological Association 7th 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. You are responsible to complete all assigned readings for each module *prior* to completing and posting your assignments.

Assignments and Activities

There are multiple 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 provided articles.

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:** There will generally be one – two individual assignments per week



- a. You will write either an individual written paper that synthesizes and reflects on main themes from an assigned article or complete a note taking guide for each assigned reading. You will submit these assignments by the due date.
- 2. **Discussion Board:** Discussions will happen in two parts
 - a. Part 1-You will respond to the discussion prompt, ideally by Friday at midnight. This will allow time for your classmates to respond to your post before the official Sunday due date.

Part 2-You will read and respond to at least two peers on the discussion board by the Sunday deadline.

- 3. **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., Docx., or PDF format and submitted through Canvas.** Please submit your work before the deadline. Once the due date has passed, Canvas will designate it as LATE and points will be deducted as per the late work policy.

Additional Assignment for 5020 Graduate Students. Graduate students will write a 1000-1500 word essay that synthesizes information of at least three regions covered in this course. The essay will incorporate course materials to analyze how religion, legislation, and historically dominant social norms (i.e., cultural norms) impact people with disabilities of those regions.

The instructor will provide you with an assignment description in the Graduate Student Module in Canvas.

Assignment Requirements

It is expected that students adhere to University of Utah policies regarding academic honesty, including but not limited to refraining from cheating, plagiarizing, misrepresenting one's work, and/or inappropriately collaborating. **This includes the use of generative artificial intelligence (AI) tools without citation, documentation, or authorization.**

***Late work is accepted with a 10% reduction in points the first 24 hours and a 50% reduction in points after 24 hours. I am usually very flexible with this if you let me know there is an issue before the due date.**

Extra credit will **NOT be provided or considered under any circumstance during the semester.

Grading scale:			
94-100%	A	77-79%	C+
90-93%	A-	73-76%	C
87-89%	B+	70-72%	C-



DEPARTMENT OF SPECIAL EDUCATION

COLLEGE OF EDUCATION | THE UNIVERSITY OF UTAH

83-86%	B	<70%	D
80-82%	B-	<60%	E



1. Plagiarism or any other form of cheating cannot be tolerated. **This includes the use of generative artificial intelligence (AI) tools without citation, documentation, or authorization.** 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.
2. Assignments submitted to fulfill requirements in another class may not be submitted to fulfill the requirements of this class.
3. All assignments must be completed on a computer and submitted in MS Word or PDF format.
4. 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.
5. Assignments and discussion posts must be submitted according to due dates listed in order to receive full credit.

University Policies

Updated mandatory syllabus policies regarding the ADA Act, Safety at the U, Addressing Sexual Misconduct, and Academic Misconduct can be viewed at: <https://cte.utah.edu/instructor-education/syllabus/institutional-policies.php>

Americans With Disabilities Act (ADA)

The University of Utah seeks to provide equal access to its programs, services, and activities for people with disabilities.

All written information in this course can be made available in an alternative format with prior notification to the [Center for Disability & Access](#) (CDA). CDA will work with you and the instructor to make arrangements for accommodations. Prior notice is appreciated. To read the full accommodations policy for the University of Utah, please see Section Q of the [Instruction & Evaluation regulations](#).

In compliance with ADA requirements, some students may need to record course content. Any recordings of course content is for personal use only, should not be shared, and should never be made publicly available. In addition, recordings must be destroyed at the conclusion of the course.

If you will need accommodations in this class, or for more information about what support they provide, contact:

Center for Disability & Access

801-581-5020

disability.utah.edu

65 Student Services Building

201 S 1460 E

Salt Lake City, UT 84112



Safety at the U

The University of Utah values the safety of all campus community members. You will receive important emergency alerts and safety messages regarding campus safety via text message. For more safety information and to view available training resources, including helpful videos, visit safeu.utah.edu.

To report suspicious activity or to request a courtesy escort, contact:

Campus Police & Department of Public Safety

801-585-COPS (801-585-2677)

dps.utah.edu

1735 E. S. Campus Dr.

Salt Lake City, UT 84112

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 university officials:

Title IX Coordinator & Office of Equal Opportunity and Affirmative Action

801-581-8365

oeo.utah.edu

135 Park Building

201 Presidents' Cir.

Salt Lake City, UT 84112

Office of the Dean of Students

801-581-7066

deanofstudents.utah.edu

270 Union Building

200 S. Central Campus Dr.

Salt Lake City, UT 84112



To file a police report, contact:

Campus Police & Department of Public Safety

801-585-COPS (801-585-2677)
dps.utah.edu
1735 E. S. Campus Dr.
Salt Lake City, UT 84112

If you do not feel comfortable reporting to authorities, the U's Victim-Survivor Advocates provide free, confidential, and trauma-informed support services to students, faculty, and staff who have experienced interpersonal violence.

To privately explore options and resources available to you with an advocate, contact:

Center for Campus Wellness

801-581-7776
wellness.utah.edu
350 Student Services Building
201 S. 1460 E.
Salt Lake City, UT 84112

Academic Misconduct

It is expected that students comply with University of Utah policies regarding academic honesty, including but not limited to refraining from cheating, plagiarizing, misrepresenting one's work, and/or inappropriately collaborating. This includes the use of generative artificial intelligence (AI) tools without citation, documentation, or authorization. Students are expected to adhere to the prescribed professional and ethical standards of the profession/discipline for which they are preparing. Any student who engages in academic dishonesty or who violates the professional and ethical standards for their profession/discipline may be subject to academic sanctions as per the University of Utah's Student Code: [Policy 6-410: Student Academic Performance, Academic Conduct, and Professional and Ethical Conduct](#).

Plagiarism and cheating are serious offenses and may be punished by failure on an individual assignment, and/or failure in the course. Academic misconduct, according to the University of Utah Student Code:

"...Includes, but is not limited to, cheating, misrepresenting one's work, inappropriately collaborating, plagiarism, and fabrication or falsification of information...It also includes facilitating academic misconduct by intentionally helping or attempting to help another to commit an act of academic misconduct."

For details on plagiarism and other important course conduct issues, see the U's [Code of Student Rights and Responsibilities](#).



DEPARTMENT OF SPECIAL EDUCATION

COLLEGE OF EDUCATION | THE UNIVERSITY OF UTAH

Last updated May 2024.



DEPARTMENT OF SPECIAL EDUCATION

COLLEGE OF EDUCATION | THE UNIVERSITY OF UTAH



DEPARTMENT OF SPECIAL EDUCATION

COLLEGE OF EDUCATION | THE UNIVERSITY OF UTAH