SP ED 2010/5010-001
Human Exceptionality
Department of Special Education

Summer 2024
Asynchronous Online

Instructor	Dr. Natalie Badgett, Ph.D., BCBA-D Assistant Professor: Department of Special Education Pronouns: She/Her/Hers natalie.badgett@utah.edu (*this is the best way to contact me*) Office phone: 801-585-0557
Course Format	Content will be delivered online in an asynchronous format via Canvas. Please note that this is not a self-paced course; students are required to complete all activities according to the course schedule provided below.
Help and Consultation	I have office hours by appointment to accommodate a broader range of schedules and needs. If you would like to schedule an appointment with me, please email me 1) the reason for the meeting, 2) the urgency of the meeting, 3) preference for zoom or in person, and 4) three suggested meeting times.
Required Texts	<u>Textbook</u> Ladau, E. (2021) *Demystifying Disability: What to know, what to say, and how to be an ally.* Ten Speed Press. <u>Other Readings</u> Additional required content (e.g., videos, articles, etc) will be assigned throughout the course.
Canvas	All content (e.g., lectures, readings) and assignments will be available in Canvas. **Please note:** My preferred method of communication is email. I will not respond to communication via canvas messaging.
Prerequisites	There are no prerequisites for this course

Indigenous Land Acknowledgement

The University of Utah has both historical and contemporary relationships with Indigenous peoples. Given that the Salt Lake Valley has always been a gathering place for Indigenous peoples, we acknowledge that this land, which is named for the Ute Tribe, is the traditional and ancestral homelands of the Shoshone, Paiute, Goshute, and Ute Tribes and is a crossroad for Indigenous peoples.

The University of Utah recognizes the enduring relationships between many Indigenous peoples and their traditional homelands. We are grateful for the territory upon which we gather today; we respect Utah's Indigenous peoples, the original stewards of this land; and we value the sovereign relationships that exist between tribal governments, state governments, and the federal government. Today, approximately 60,000 American Indian and Alaska Native peoples live in Utah. As a state institution, the University of Utah is committed to serving Native communities throughout Utah in partnership with Native Nations and our Urban Indian communities through research, education, and community outreach activities.

Course Outcomes

This course meets the Diversity (DV) requirement. This course addresses the following Essential Learning Outcomes: Critical Thinking, Written Communication, and Intercultural Knowledge and Competence.

Course Overview

The purpose of this course is to introduce and familiarize students with individuals who have learning, behavioral, sensory, and physical differences. Learning and social characteristics of individuals with exceptionalities will be examined. Issues specific to the families of these individuals will also be explored. There will be an examination of the policies and services that have been framed to support individuals with disabilities. There will be an emphasis on the perceptions and perspectives of people working in different fields in exceptionalities versus people with limited exposure to people with exceptionalities in the mainstream population.

Course Objectives

Upon completion of this course the student will be able to demonstrate knowledge in the following areas:

1. Philosophical and historical perspectives that have formed the basis for public policy regarding exceptionality, and the legislation that currently drives services for and influences the lives of individuals with disabilities.
2. Variations in beliefs, traditions, and values across cultures and their implications for individuals with disabilities, their families, and the provision of services.
3. Similarities and differences among the cognitive, physical, cultural, social, and emotional needs of individuals with and without exceptional learning needs.
4. Issues and challenges faced by families of individuals with disabilities.
5. Effects of the cultural and environmental experiences of the child and the family including cultural and linguistic diversity, socio-economic level, abuse/neglect, and substance abuse.
6. Issues in definition and identification procedures for individuals with exceptional learning needs including individuals from culturally and/or linguistically diverse backgrounds.
7. Differential characteristics of individuals with exceptionalities and adaptive strategies used by and with individuals to meet diverse needs.
8. Rights and responsibilities of parents, students, teachers, and other professionals and schools as they relate to individual learning needs.
9. Educational implications of characteristics of various exceptionalities.
10. Contemporary issues that affect life outcomes for individuals with disabilities including self-determined adult access to employment, housing, and recreation; self-advocacy; budgetary barriers to access to services; and specific shifts in cultural attitudes towards them.

Course Structure

Course activities, available in Canvas and organized by module, will consist of a combination of online discussion board activities, individual assignments, chapter quizzes, group projects and discussions, and reflections.

Online Environment

Respectful language, including preferred pronoun use, and professional discourse is expected at all times when interacting virtually with peers, posting online, and communicating with the instructor via email or Zoom. Bullying, disparaging remarks, name calling, and disrespectful interactions will not be tolerated and will impact your grade (i.e., after an initial warning with mandatory resubmission, posts that include disrespectful language will receive zero points with no opportunity for resubmission).

Talking About Disability

This course was developed collaboratively by three faculty with different areas of expertise related to disability. In the course of this development, the faculty engaged in discussion, reflection, and reading about the way that we expect students to talk about disability. You may already be aware of the discussions surrounding person first (e.g., person with a disability) and identity first (e.g., disabled person) language. If you are not familiar, then you will learn about the discussion in this class. We as faculty recognize that different disability

communities and individuals within those communities have diverse preferences about the language that is used to describe them. Out of respect for these diverse preferences, the faculty have determined that in this class the expectation is that students use person first language until the person with the disability informs you of their personal preferences. For example, if you are writing a reflection about a character in a film or a person you do not know then you should use person first language. Alternatively, if you are writing about yourself or a peer who has informed you of their preference, or if you are engaging with a panelist who has expressed a desire for identity first language to be used when they are being talked to or referenced, then you will use identity first language.

It is never appropriate to use insulting or derogatory language to describe or discuss others, and this will never be tolerated (see the online environment section above). Examples of derogatory language relevant to disability that will not be tolerated under any circumstances include "handicapped," "retarded," "crippled," and "special ed". Please understand that language is ever-evolving and we adjust our understanding as faculty and as members of society as shifts occur. The goal is to seek and accept feedback regarding how we use language, and we hope to model this in this class.

Challenging Content

Students should be aware that some of the content that we will engage with in this course contains imagery and language that they will likely find upsetting and disturbing. As instructors, we understand these feelings and often feel them ourselves. Please understand that the instructors of this course engaged in thoughtful and purposeful course design, and that while some content is difficult it is incredibly important that we engage with this challenging content to better understand the realities of the history and current experiences of individuals with disabilities and their families. We have done our best to indicate challenging content in each module, but if you identify that material evoked discomfort for you, please let us know so that we can adjust our future presentation of the course.

Announcements and Email:

Please check your University of Utah email and the canvas site regularly. Official announcements are posted within the Announcements section on Canvas; students can adjust Canvas notifications to include emails for announcements and other activities in Canvas. Please log in to Canvas regularly to check announcements. Missed or ignored mail or announcement will not be an acceptable excuse if a problem arises. **If you e-mail the instructor, please put SPED 2010/5010 in the subject line, and email from your Utah.edu account.** ***Emails from non-utah.edu accounts are often sent to the spam box and will not be received in a timely manner.*** The instructor will check and respond to emails throughout the week, but responses will be limited on weekends.

Assignment Expectations

1. All assignments must be completed independently/individually, except where indicated.
2. All assignments must follow the formats/instructions provided. The student is responsible for obtaining and following formats/instructions and seeking clarification, if needed.
3. Assignment timeline:
    a. Modules will open each week at 12:00 AM on Monday, meaning that all materials and assignments will be available starting on the Monday of the week in which they are due. The exception to this is that in weeks where there are panels, modules will open the Monday prior to the week in which the panel is scheduled.

b. All assignments are due at 11:59 PM on the due date to be eligible for full credit. All assignments are due on Mondays.

c. Any module assignment submitted late (i.e., after midnight on the due date) will automatically receive a 10% point deduction, with additional 10% deducted for each additional day late. Once the percentage reaches zero (i.e., 9 days after the due date), the assignment can no longer be submitted and will not be available in canvas.

d. Exceptions to the late policy will be made with instructor discretion in the event of an unforeseen emergency or for disability related reasons when students are working with AEC. Please contact the instructor as soon as possible regarding any emergencies or outstanding needs. There is no need to provide personal details or evidence when requesting an extension, but please know that if this system is abused the instructor will no longer be able to grant extensions. If extensions are granted, this must be established in writing via email so that there is a record of the extension approval.

Grading

Grades will be assigned based on the percentage of points earned by the student based on the following distribution:

A = 94-100%	B = 84-87%	C = 74-77%	D = 64-66%
A- = 90-93%	B- = 80-83%	C- = 70-73%	D- = 60-63%
B+ = 88-89%	C+ = 78-79%	D+ = 67-69%	E = 59% or Below

Questions About Grades.

If you have questions about your grade, it is your responsibility to address those questions with the instructor as quickly as possible upon receipt of your feedback. **Assignment grades will not be adjusted more than one week after feedback was returned.** Please email the course instructor to set up an appointment. Include in the email an explanation of the reasons you believe you earned more points than were assigned.

Course Requirements

1. **Module Assignments:** This course is organized into modules. Within each module, course content is divided by topic and each topic area has 1-3 small assignments. Modules will always be worth 20 points, distributed across assignments that include reading and knowledge checks, individual assignments, and discussion board posts.

    a. **Knowledge Checks:** Over the course of the semester, students will engage with the assigned text, additional online readings, and streaming media, all of which are available in our Canvas course. Please read the assigned readings the order they are presented on the Course Schedule, which is attached to this syllabus. You are responsible to complete all assigned readings and view all media for each module prior to completing and posting your assignments.

    b. **Discussion Boards:** When discussion boards are assigned, there will always be two components: post and response. All elements are due on Sundays. For full credit, you must complete both components of the assignment and meet all elements described in the prompt.

    c. **Individual Assignments:** Some modules will include individual assignments that provide a prompt to engage in personal reflection. Please be as honest as you are comfortable. These assignments will only be seen by the course instructor and are intended to help students process challenging content and personal growth.

2. **Panel Engagement:** As part of this class, instructors have recorded panels of speakers representing different people who have disabilities and/or who have relationships with people with disabilities. Panels are separate assignments that are embedded within modules 4, 6, 8, and 9, students will be required to complete readings, watch the recorded panel, and write a reflection. *Please notes that panel activities are worth 10 points in addition to the standard modules, so during panel weeks there will be 30 points possible within the module.*

3. **Group Project:** The final course in this project is a group project focused on a specific disability. Groups will be assigned a disability to explore, connecting course content to the assigned disability and answering questions about the disability. Presentations will be recorded and submitted in the final week of class. All students will be required to watch their colleagues' presentations and to provide a summary of what they learned during the *finals* period.

4. **End of Course Reflections**: At the end of the course, you will be asked to submit a brief reflection on the course. You will be asked to share what you learned, what surprised you, if and how your thinking changed, and what you would like to see added to this course (or removed from this course) in the future.

Course Schedule

This schedule is intended to provide an overview of content for each module. Students can assume that 1-2 small assignments will be submitted for each content area listed. Details on assignments can be found in Canvas.

The instructor reserves the right to change the course schedule if need should arise. This includes changes in assignment deadlines, readings, and content.

Date	Module	Topic	Content Area
May 12	1	Welcome to the Course	1.1 Syllabus Review 1.2 Introductions 1.3 Identifying Bias 1.4 Introduction to Disability
May 19	2	Perspectives on Disability	2.1 Talking About Disability 2.2 Perspectives on Disability 2.3 Disability Models
May 26	3	History of Disability	3.1 General History 3.2 Advocacy 3.3 Origins of Special Education
June 2	4	Disability Overview	4.1 Typical Development 4.2 Disability Categories 4.3 Ableism and Disability Etiquette 4.4 Panel 1: individuals with Disabilities
June 9	5	Special Education	5.1 Individuals with Disabilities Education Act 5.2 Section 504 5.3 Inclusion
June 16	6	Issues and Trends in Special Education	6.1 Restraint and Isolation 6.2 School-to-Prison Pipeline 6.3 Panel 2: Schools and Individuals with Disabilities
June 23	7	Disability Across the Lifespan	7.1 Childhood (Birth through 11) 7.2 Adolescence (12-22) 7.3 Adulthood
June 30	8	Culture and Disability	8.1 Disability, Intersectionality, and Culture 8.2 Religion and Disability 8.3 Gender/Sexuality and Disability 8.4 Panel 3: Families and Disability
July 7	9	Disability in Community	9.1 Representation in Media 9.2 Universal Design for Learning 9.3 Panel 4: Communities and Individuals with Disabilities
July 14	10	Group Presentation Preparation	10.1 Group Meeting Recording 10.2 Group Presentation Planning Document 10.3 Individual Feedback on Contributions

July 21	11	Group Presentations	15.1 Group Presentations 15.2 Group Presentation Engagement
July 28	12	Reflections & Feedback **(*Due July 30)**	16.2 Reflection 16.3 Feedback

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Additional Resources, Policies/Rules, Statements, and Procedures

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 are 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
Third Floor, Room 350
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.

Lauren's Promise

Lauren's Promise is a vow that anyone– faculty, staff, students, parents, and community members– can take to indicate to others that they represent a safe haven for sharing incidents of sexual assault, domestic violence, or stalking. Anyone who makes *Lauren's Promise* vows to:

1. Listen to and believe those individuals who are being threatened or experiencing sexual assault, dating violence or stalking;
2. Represent a safe haven for sharing incidents of sexual assault, domestic violence, or stalking, and;
3. Change campus culture that responds poorly to dating violence and stalking.

By making *Lauren's Promise*, individuals are helping to change campus cultures that respond poorly to dating violence and stalking throughout the nation.