Instructor: Maggie Crockett, PhD
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Office: SAEC 2296, phone: (801) 581-3680 or (801) 581-8121
Office hours: By appointment
Time: Online
Credit Hours: 3

Required Text:
The following text is required for the course:

Additional Required Readings:
The additional required readings for the course will be made available via Canvas. It is the student’s responsibility to access the appropriate readings for each module throughout the semester. Please see the course calendar for required readings.

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. This course meets the International (IR) requirement. This course addresses the following Essential Learning Outcomes: Written Communication, Teamwork, and Intercultural Knowledge and Competence.
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 and individual projects which will include using a memory matrix to compare and contrast international community perspectives with the United States perspectives.

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. if you are taking this course. 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 and times. 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 Assignments and Activities:

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.
   a. 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.
   b. 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.
   c. 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.

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

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
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</thead>
<tbody>
<tr>
<td>A= 94-100%</td>
<td>B+=87-89%</td>
</tr>
<tr>
<td>A-=90-93%</td>
<td>B=84-86%</td>
</tr>
<tr>
<td>C+=77-79%</td>
<td>C=74-76%</td>
</tr>
<tr>
<td>D+=67-69%</td>
<td>D=64-66%</td>
</tr>
<tr>
<td>E=under 59%</td>
<td>B-=80-83%</td>
</tr>
<tr>
<td>C-=70-73%</td>
<td>D-=60-63%</td>
</tr>
</tbody>
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Course Policies:

- 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.
- Assignments submitted to fulfill requirements in another class may not be submitted to fulfill the requirements of this class.
- All assignments must be completed on a computer and submitted in MS Word or Richtext (RTF) format.
- 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.
- Assignments must be submitted according to due dates listed in order 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.

University and Department Policies:

The Department of Special Education is committed to the policies of equal opportunity and affirmative action and prohibits discrimination on the basis of race, color, national origin, religion, gender, sexual orientation, age, status as Vietnam veteran, or person with a disability. The Department seeks to provide equal access to all programs, services and activities for people with disabilities. Reasonable prior notice is needed for any accommodations. Please notify the instructor during the first class session if you require any adaptations or accommodations in the presentation of course information or in the course assignments or activities. Evidence of practice not consistent with these policies should be reported to the Office of Equal Opportunity and Affirmative Action 581-8365.

It is expected that students will maintain a respectful and civil atmosphere during class online discussion. 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 I expect that all students will 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.”

Following the Student Code, I adopt a zero-tolerance policy for academic misconduct in this 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.” 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. You will be held accountable to high standards for academic integrity and should read and understand the policy on academic integrity as printed in the University of Utah’s Student Handbook. Please read the Student Code of Academic Conduct available at: http://www.admin.utah.edu/ppmanual/8/8-10.h

The Americans with Disabilities Act. The University of Utah seeks to provide equal access to its programs, services, and activities for people with disabilities. If you will need accommodations in this class, reasonable prior notice needs to be given to the Center for Disability Services, 162 Olpin Union Building, 801-581-5020. CDS will work with you and the instructor to make arrangements for accommodations. All written information in this course can be made available in an alternative format with prior notification to the Center for Disability Services.

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).

University Safety Statement. 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). 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.

Student Names and 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, group projects, 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 UIDcard, 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.

Academic Code of Conduct. The Student Code for the University of Utah can be found at: http://regulations.utah.edu/academics/6-400.php.

Wellness Center. 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.

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.