University of Utah
Syllabus
Instructor: Tana Allred, M.Ed.

SP ED 5010-010 Human Exceptionality

Location: Canvas
Credit Hours: 3 hours
E-mail: CANVAS
Deadlines: All assignments are due on Tuesdays and/or Fridays.
Department Phone: 801.581.8121

University of Utah Mission Statement
The mission of The University of Utah is to serve the people of Utah and the world through the discovery, creation and application of knowledge; through the dissemination of knowledge by teaching, publication, artistic presentation and technology transfer; and through community engagement. As a preeminent research and teaching university with national and global reach, the University cultivates an academic environment in which the highest standards of intellectual integrity and scholarship are practiced. Students at the University learn from and collaborate with faculty who are at the forefront of their disciplines. The University faculty and staff are committed to helping students excel. We zealously preserve academic freedom, promote diversity and equal opportunity, and respect individual beliefs. We advance rigorous interdisciplinary inquiry, international involvement, and social responsibility.

College of Education Mission Statement
The mission of the College of Education is to create a learning environment that fosters discovery and dissemination of knowledge to promote learning, equitable access, and enhanced outcomes for all students. Through the integration of outstanding teaching, research, and community outreach, the College of Education investigates significant issues impacting education policy and practice, while preparing its students for leadership and excellence within a diverse and changing educational community.

College of Special Education Mission Statement
The mission of the department of special education is to improve the quality of life of people with exceptionalities and their families by developing and disseminating essential skills, knowledge and values through research, teaching and service.
Course Description:
This course attempts to provide a foundation for understanding people with learning, behavior, sensory, and physical exceptionalities. There is an emphasis on examining the effects of culture and societal values on the inclusion of people with exceptionalities in home, school, and community settings.

Course Structure:
This course will be a combination of discussion board activities, individual assignments, and group projects.

Required Text:

Course Overview:
The purpose of this course is to introduce and familiarize students with individuals who have learning, behavior, sensory, and physical differences. Learning and social characteristics of individuals with disabilities will be examined. Issues specific to the families of these individuals will also be explored. Public policy and services available to these individuals will be examined.

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 legislation that currently drives services for and influences the lives of individuals with exceptionalities.

2. Variations in beliefs, traditions, and values across cultures and their implications for individuals with exceptionalities, 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 exceptionalities.

5. Differential characteristics of individuals with exceptionalities and adaptive strategies used by and with individuals to meet diverse needs.

6. Effects of the cultural and environmental milieu of the child and the family including cultural and linguistic diversity, socioeconomic level, abuse/neglect, and substance abuse.
7. Issues in definition and identification procedures for individuals with exceptional learning needs including individuals from culturally and/or linguistically diverse backgrounds.

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.

Course Format:
ALL ASSIGNMENTS ARE DUE ON TUESDAYS AND/OR FRIDAYS OF THE SEMESTER. The course materials and activities will be available in module scheduling so you will have access to activities and assignments to work on as your weekly schedule allows. Course activities include threaded discussions and assignments.

Course Requirements:
1. It is required that you know how to use the Canvas environment as well as all related computer software 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.

2. **Reading Assignments** - It is necessary to read the text and other assigned readings required for each module and its activities. You are responsible for completing all assigned readings prior to posting assignments and discussions in each module.

3. **Class participation** - Participation is defined as relevant and consistent contribution. Within this hybrid online web course, participation is determined as active sharing in the ONLINE DISCUSSION BOARD forums, two times for each of the activities.

4. **Completion of Class Assignments** - In order to receive full credit for all individual and group assignments, postings are due on the assigned dates (see course calendar for dates). The due date starts on the day listed in the course calendar and goes for any time during the next three days. In other words there is a window of three days time in which you may submit your assignment and make your postings. This is to ensure that you have ample time in which to respond to a peer’s discussion posting.

Late postings of discussions and submissions of assignments will not be accepted for full credit, unless there is agreement prior to the due date.

5. **Service-Learning** - Students will be required to complete a minimum of 20 service-learning hours interacting with people with exceptionalities. Students will spend a minimum of two-four hours per week in the service-learning site and reflect on their experiences through
classroom discussion and personal reflection journals. The university supervisor may complete on-site observation.

6. **SPED 5010 Research Paper** - In addition to the requirements listed above, students enrolled in SPED 5010 will be required to write a 10-page research paper regarding innovative ways of working with people with disabilities (area of their choice) that promote choice and independence. (Topic needs to be approved by the instructor by mid-term.) The paper must include 4 to 5 references. The paper must conform to APA standards.

Late postings of discussions and submissions of assignments will not be accepted for full credit, unless there is agreement prior to the due date.

**SPECIAL NOTE: ALL WORK must be sent via CANVAS by due dates assigned in the course syllabus and also appropriately placed into discussion boards as stipulated for grading and feedback.**

**Student Evaluation/Grading Criteria:**

1. Participation (Discussion/Reflection) 13x10 pts 130 points
2. Introduction 1x10 10 points
3. Quizzes 6X50 300 points
4. Group Projects 1X100 100 points
5. Class Meeting 4x100 400 points
6. Research Paper 1X 250 250 points

Total possible 1190 points

**Grading System:**

- 94-100% A
- 90-93% A-
- 88-89% B+
- 84-87% B
- 80-83% B-
- 78-79% C+
- 74-77% C
- 70-73% C-
- <70% D
- <60% E
GRADING RUBRIC FOR WRITING

As mentioned above, there are two postings required per activity; one posting expressing your reflections on the question or topic and one responding to a peer’s posting (Note: You are only graded on your best peer posting. It is better to do one excellent posting than 3 or 4 poor postings.). Each posting is worth 5 points and is graded by content and mechanics; 5x2=10 points per activity.

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<tr>
<th>Beginning Postings (2 points)</th>
<th>Developing Postings (3 points)</th>
<th>Accomplished Postings (4 points)</th>
<th>Exemplary Postings (5 points)</th>
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<td>Information is cursory or incorrect. Little understanding of content is evident. Little connection to the text or on-line information. Opinions are presented, but not supported by the readings.</td>
<td>Some solid information presented; however, some information is incorrect or cursory. Opinions are presented, but not supported by the readings.</td>
<td>Information is clear and correct. Response is based on the information provided in the text and/or online information. Opinions are embedded within the context of the text or online information. Opinions have supporting evidence or citations.</td>
<td>Information is well presented, clear, and correct throughout. Response is based on the information provided in the text and/or online information. Opinions are embedded within the context of the text or online information (e.g., opinions are supported by evidence). Work is clearly cited with page numbers or chapter numbers added. Solid integration and understanding of the material.</td>
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COURSE POLICIES

1. You must log on and participate in Online Discussion Board at least two times for each activity, one time is for your own response and the second is for your response to another student’s answer. Discussion postings must be sent to CANVAS discussion board. **If you have any questions on how to use the system please contact the instructor or the Help Desk at 801.585.5959.**

2. 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.

3. Assignments submitted to fulfill requirements in another class may not be submitted to fulfill the requirements of this class.

4. All assignments must be completed on computer and submitted in MS Word or Rich Text (RTF) format. **Word Perfect cannot be used, as our college computer system no longer supports this program.**

5. Writing errors, such as spelling and punctuation, grammatical errors, etc., will be taken into consideration and may lower the points awarded assignments. All assignments should be professional in appearance, like something you would submit to an employer. **Students should keep an extra electronic copy of all work that is submitted to the instructor of this course.**

6. Assignments must be submitted according to due dates listed on the syllabus in order to receive full credit. **On line discussion postings will not receive credit if they are not logged within the dates for the specific assignment with which they correlate.** These are discussion responses and must be posted to the discussion board during the time of the activity discussion before the last date for each activity.
UNIVERSITY OF UTAH 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. Accommodations and adaptations must be arranged through the Office of Disability Services. 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 discussions. Thus, expectations are that students:

- Use appropriate, professional language.
- Adhere to the University of Utah code for student conduct.

In order to maintain a positive, civil environment for learning we 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, we 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.html.