Intersectionality and Disability

3 Credits, [Semester] [Year]

[Meeting Day(s)/Time(s)] [Class Location (Building and Room Number – Campus]

**Faculty**

Name: [Full Name]

Office Hours: [Either specific and/or “By Appointment”]

Office Location: [Building and Room Number, Campus (If none, use Program Office

Location.]

Office Phone: [###-###-####] [Other phone number, if desired]

Email Address: [xxxxxxx@]

# Prerequisites

201

# University Catalog Course Description

Examines disability within a diversity and intersectionality context in K-12 schools. Analyzes how diversity and intersectionality informs the educational experience of individuals with and without disabilities to include race, gender, sexual orientation, socioeconomic status, and home/ language and culture. Assesses how cultural competency and intersectionality awareness on the part of educators enhance the school success of all students. Develops educator capacity to implement trauma-sensitive interventions in diverse settings for all students.

**Course Overview**

Intersectionality and disability examines disability within a diversity and intersectionality context in K-12 schools. Analyzes how diversity and intersectionality informs the educational experience of individuals with and without disabilities to include race, gender, sexual orientation, socioeconomic status, and home/language culture. Develops educator capacity to implement trauma-sensitive interventions in diverse settings for all students.

# Course Delivery Method

Learning activities include the following:

1. Class lecture and assigned readings
2. Discussion activities and assignments
3. Application activities and assignments
4. Individuals and/or small group activities
5. Individual and/or small group presentations
6. Research-based writing activities and assignments
7. Video and other media supports
8. Electronic supplements and activities via Blackboard

# Learner Outcomes

Upon completion of this course, students will be able to do the following:

1. Identify strengths and challenges in one’s own cultural competency and develop critical consciousness about issues such as race, class, gender, culture, language, and educational equity.

2. Explain how K-12 student learning and behavior may be impacted by socioeconomic status, language/cultural background, race, gender, disability, sexual orientation, and trauma.

3. Demonstrate culturally sound and diversity-informed assessment and intervention practices for learning and behavior.

4. Recognize disability as a diversity construct and differentiate whether student academic or behavioral difficulties are due to disability and/or other diversity factors.

5. Apply an intersectionality framework to identify the interconnected nature of social categorizations such as disability, race, class, and gender as they apply to a given individual or group, that create overlapping and interdependent systems of privilege, discrimination, or disadvantage.

6. Use appropriate research methods and resources to apply social and behavioral science concepts, terminology, principles, and theories to an in-depth written analysis of individuals with disabilities and their support needs through the lens of intersectionality.

7. Understand instructional practices that are sensitive to culturally and linguistically diverse learners, including English learners, gifted and talented students, and students with disabilities.

# Professional Standards

The goal of our special education programs is to improve the lives, productivity, and education of persons with disabilities. Courses within our programs align with the standards established by the Council for Exceptional Children (CEC), the major international special education professional organization, and the Interstate Teacher Assessment and Support Consortium (InTASC). Upon completion of this course, students will have met the following professional standards: CEC Standard 1: Learner Development and Individual Learning Differences (InTASC 2,3); CEC Standard 2: Learning Environments (InTASC 3); CEC Standard 3: Curricular Content Knowledge (InTASC 4,5); CEC Standard 4: Assessment (InTASC 6); CEC Standard 5: Instructional Planning and Strategies (InTASC 7,8); CEC Standard 6: Professional Learning and Ethical Practice (InTASC 9).

**Required Textbooks**

Pang, V. (2018). *Diversity and equity in the classroom*. Boston, MA: Cengage Learning.

# Course Performance Evaluation

Students are expected to submit all assignments on time in the manner outlined by the instructor (e.g., Blackboard, Tk20, hard copy).

**Performance-Based Assessment Submission Requirement**

Intersectionality Project

1. **The Intersectionality Project (35pts)**

The assignment offers an opportunity for students to engage in scholarly research and writing. Students will examine relevant scholarly literature to include at least two attributes of intersectionality that influence the education of individuals with disabilities. This project will address key issues discussed throughout this course to include: How do diverse populations of individuals with disabilities experience special education or other community-based services related to identification and interventions? What do service providers need to understand about themselves and diverse students and families in order to provide a Free, Appropriate, Public Education (FAPE) in the Least Restrictive Environment (LRE) as described by the Individuals with Disabilities Education Act (IDEA)?

Students must receive approval before submitting a proposal. Students will engage in scaffolded research and writing by submitting benchmark components of the paper on the dates listed so the instructor can provide feedback to ensure students are engaging in quality research and writing. In addition to a written research paper of at least 3,500 words, students will deliver a presentation during an assigned class session to their peers and the instructor about their intersectionality research and findings.

1. Identify at least two areas of diversity which you will examine disability through an intersectionality lens.

2. Use a professional, peer-reviewed journal (your instructor will help you with your search) (e.g., Multiple Voices for Ethnically Diverse Exceptional Learners, Teaching Exceptional Children, Learning Disabilities Research and Practice; Behavioral Disorders; Exceptional Children; Intellectual and Developmental Disabilities; Journal of Special Education, Journal of Adolescence, Journal of LGBT Youth); at least 4 research-based articles that focus on elementary, secondary, or postsecondary individuals with disabilities or their families.

2. Read the article(s) with the purpose of comprehending the research, then summarize. Discuss how the content relates to individuals with disabilities and what this means for teaching and learning.

4. Provide an introduction that links explicitly to course content and your own background of understanding and diversity affiliation(s)/biases.

5. Conclude with a summary of what the articles say *collectively* about your research;

6. Conclude with a section on how this research and course content will impact your ability to provide culturally sensitive and inclusive services to all individuals with disabilities, especially those with additional diversity profiles. Make recommendations to future service providers about what you’ve learned.

# College-Wide Common Assessment

Not applicable

**Performance-Based Common Assessment**

Not applicable

# Other Assignments

1. **Media Analysis Paper (25 points):** Students will analyze a media source from a list provided by the instructor or receive preapproval for source of their own choosing. The media must be of significant weight; a book, in-depth investigative series, or documentary. Students will review the media in three sections: 1) An introduction to the media and its alignment with course content, 2) major findings or themes of the content and their significance for educators of diverse students in diverse settings, and 3) how the media source changed student thinking and created understandings for future engagement with students and families.
2. **Blackboard Discussion Boards (15 points):** Throughout the semester, there will be three Blackboard discussion boards in response to selected readings. Students will provide a comprehensive response to the prompts and to at least 2 classmates’ postings. Each discussion board will be worth 5 points, for a total of 15 possible points. To earn full credit, students must submit postings by the due date and time (9 am of the due date), and **no** late submissions will be accepted. Your response should address the discussion board topic AND include a thoughtful reaction to at least 2 of your classmates’ postings. An assignment description and grading rubric will be posted on Blackboard and discussed in class.
3. **Professionalism (15 points):** Attendance, punctuality, and active participation during each class session and assigned activity are expected. For each session, students will earn one Professionalism point for the following expectations:
4. Attendance: Students are expected to attend all classes, arrive on time, and remain in class for the duration of each session. Refer to the Attendance Policy below for detailed expectations.
5. Participation & Professional Behavior: Throughout all classes, students are expected to demonstrate professional and ethical behavior in the classroom and complete all assignments (including those completed in class, out of class, or on Blackboard) with professional quality, integrity, and in a timely manner. Students are expected to read all assigned readings prior to class and to actively participate in discussions and activities during class sessions.
6. **Intersectionality Presentation (10 points)**: Students will give a 10-minute presentation on their chosen topic related to intersectionality and disability.

# Assignment Summary

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| --- | --- | --- |
| Professionalism |  | 15 points |
| Blackboard Discussion Board (3 discussions, 5 points each) |  | 15 points |
| Media Analysis Paper |  | 25 points |
| Intersectionality Project |  | 35 points |
| Intersectionality Project Presentation |  | 10 points |
|  | Total Points | 100 |

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# Other Requirements:

Class attendance and professional participation at all sessions is very important because many of the activities in class are planned in such a way that they cannot necessarily be recreated outside of the class session. Students are expected to (a) attend all classes during the course, (b) actively participate and demonstrate professional behavior in the classroom, and (e) complete all assignments with professional quality and on time. All assigned readings should be completed prior to class. (Note: assigned readings may be added or removed as the semester progresses.)

# Late Work

To successfully complete this course, students need to adhere to all due dates for readings and assignments. All assignments should be submitted *on or before* the assigned due date, unless the professor has agreed to an extension (which may be used **one time only and only for one assignment**) which cannot be used past the last day of class. The maximum extension is 7 days, after which the assignment is not awarded any points toward a final grade (Note: All Discussion Board assignments are due **by 9 am on the due date** and are **not** eligible for extensions). On all assignments, full credit is available for those submitted on time. **For late assignments a 25%-point reduction will be enforced**.

# Grading Scale

|  |  |
| --- | --- |
| **Letter Grade** | **% of Points** |
| A | 95-100% |
| A- | 90-94% |
| B+ | 87-89% |
| B | 83-86% |
| B- | 80-82% |
| C+ | 77-79% |
| C | 73-76% |
| C- | 70-72% |
| D | 60-69% |
| F | <60% |

# Professional Dispositions

Students are expected to exhibit professional behaviors and dispositions at all times.

# Class Schedule

| **Week** | **Date** | **Topics** | **Readings Due by Next Class Session** | **Assignments Due for this Class Session** |
| --- | --- | --- | --- | --- |
| 1 |  | Course Overview & Syllabus Review  Introduction to Disability and Diversity: Exploring the intersectionality between disability and other aspects of diversity. Understanding research methods | Ensure successful access for Blackboard for this course  Pang: Chapters 1 & 2 |  |
| 2 |  | Understanding Equity vs. Equality: Educator implicit bias and the impact of privilege, diversity, and culture on education | Pang: Chapter 3 | **Discussion Board 1**  (5 points possible) |
| 3 |  | Equity and the achievement gap for underrepresented groups including students with disabilities. | Pang: Chapter 11 | **Discussion Board 2**  (5 points possible) |
| 4 |  | Trauma in the school setting and the impact of trauma on learning and development | Pang: Chapter 9 | **Proposal for Intersectionality Project Due** |
| 5 |  | Race and Ethnicity: Implications for access and equity in school | Pang: Chapters 4 & 5 | **Discussion Board 3**  (5 points possible) |
| 6 |  | Socio-economic status and the impact of poverty on student achievement | Pang: Chapter 6 | **Discussion Board 4**  **Article 1 Summary for Intersectionality Project** |
| 7 |  | Cultural and linguistic diversity in the community and in the classroom. | Pang: Chapters 8 & 10 | **Media Assignment Proposal Due** |
| 8 |  | Gender and Sexual Orientation: how are these impacted by educational practices? | Pang: Chapter 7 | **Article 2 Summary for Intersectionality Project** |
| 9 |  | Culturally-responsive practices with families and community members of underrepresented populations | Media Assignment Reading/Viewing |  |
| 10 |  | Understanding the impact of disability and diversity on assessment and ensuring bias-free and culturally responsive assessment practices | Media Assignment Reading/Viewing | **Article 3 Summary for Intersectionality Project** |
| 11 |  | Culturally responsive teaching and restorative evidence-based practices in elementary school | Media Assignment Reading/Viewing | **Article 4 Summary for Intersectionality Project** |
| 12 |  | Culturally responsive teaching and restorative evidence-based practices in secondary school |  | **Media Assignment Paper Due**  (25 points possible) |
| 13 |  | Future directions in American education to ensure educational equity and inclusive education for all students |  | **Intersectionality Introduction and Conclusion** **due** |
| 14 |  | Presentations of Intersectionality Projects |  | **Intersectionality Paper** **due**  (35 points possible)  **Intersectionality Project Presentations**  (5 points possible) |
| 15 |  | Course reflections & wrap-up  Presentations of Intersectionality Projects |  | **Intersectionality Project Presentations**  (5 points possible) |

\*Note: Faculty reserves the right to alter the schedule as necessary, with notification to students.

# Appendix: Intersectionality Rubric

**Rubric: Intersectionality Project**

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| --- | --- | --- | --- |
|  | **Does Not Meet Expectations**  **1** | **Meets Expectations**  **2** | **Exceeds Expectations**  **3** |
| Background Information to Intersectionality Exploration    CEC/IPC Standard 1.0 and 1.1    Candidate understands how exceptionalities may interact with development and learning and uses this knowledge to provide meaningful and challenging learning experiences for individuals with exceptionalities.    Candidate understands how language, culture, and family background influence the learning of individuals with exceptionalities      . | Candidate does not provide a clear and focused introduction    And/Or  Candidate does not identify two areas of diversity through which intersectionality with disability will be examined.    And/or  Candidate fails to link this introduction to course content    And/Or  Candidate fails to identify own background of diversity affiliation(s)/biases. | Candidate provides a clear and focused introduction to two areas of diversity through which intersectionality with disability will be examined.  And  Candidate links  introduction to course content    And  Candidate includes Candidate’s own background of understanding and diversity affiliation(s)/biases. | Candidate provides a clear and focused introduction to more than two areas of diversity through which intersectionality with disability will be examined.  And  Candidate links  introduction to course content and includes information from other evidence-based sources other than course content    And  Candidate includes Candidate’s own background of understanding and diversity affiliation(s)/biases and analyzes background in depth and detail |

|  |  |  |  |
| --- | --- | --- | --- |
|  | **Does Not Meet Expectations**  **1** | **Meets Expectations**  **2** | **Exceeds Expectations**  **3** |
| Summaries of Research Studies    CEC/IPC  Standard 5.1    Candidate considers individual abilities, interests, learning environments, and cultural and linguistic factors in the selection, development, and adaptation of learning experiences for individuals with exceptionalities | Candidate does not identify two facets of diversity    And/Or    Candidate selects less than four articles    And/Or  Articles are not from peer-reviewed journals    And/Or  Summaries are not complete in terms of study description and findings.    And/Or  Candidate does not draw conclusions for each summary that are related to individuals with disabilities and teaching and learning    And/Or  Citations are not accurate or studies/articles are not current. | Candidate defines two facets of diversity that intersect with students with disabilities.    Candidate selects four research-based articles from peer-reviewed journals and summarizes both studies and findings.    And  Candidate draws conclusions about each study with respect to individuals with disabilities and teaching and learning.    And  citations are accurate, studies/articles are current. | Candidate defines more than two facets of diversity that intersect with students with disabilities.    Candidate selects more than four research-based articles from peer-reviewed journals and summarizes both studies and findings.    And  Candidate draws conclusions about each study with respect to individuals with disabilities and teaching and learning to the extent that specific learning strategies are identified which address both diversity areas and disability    And  citations are accurate, studies/articles are current. |

|  |  |  |  |
| --- | --- | --- | --- |
|  | **Does Not Meet Expectations**  **1** | **Meets Expectations**  **2** | **Exceeds Expectations**  **3** |
| Summary and Conclusions of Research    CEC/IPC Standard  6.3  Candidate  understands that diversity is a part of families, cultures, and schools, and that complex human issues can interact with the delivery of special education services.    CEC/IPC Standard  7.0  Candidate collaborates with families, other educators, related service providers, individuals with exceptionalities, and personnel from community agencies in culturally responsive ways to address the needs of individuals with exceptionalities across a range of learning experiences. | Candidate does not provide an overall summary or conclusions about what the 4 research articles say collectively    And/Or    Candidatedoes not include a section or fails to articulate how research and course content can impact one’s ability to provide culturally sensitive and inclusive services to all individuals with disabilities, especially those with additional diversity profiles.    And/Or  Candidate does not make or makes superficial  recommendations to future service providers about what has been learned in terms of 2 areas of intersectionality in relation to disability. | Candidate summarizes conclusions about what the research articles say collectively    And    Candidateconcludes with a section on how this research and course content can impact one’s ability to provide culturally sensitive and inclusive services to all individuals with disabilities, especially those with additional diversity profiles.    And  Candidate makes  recommendations to future service providers about what has been learned in terms of 2 areas of intersectionality in relation to disability. | Candidate summarizes and provides an in-depth analysis about the collective impact of the candidate’s research findings    And    Candidateconcludes with a section on how this research and course content can impact one’s ability to provide culturally sensitive and inclusive services to all individuals with disabilities, especially those with additional diversity profiles. Candidate provides extensive evidence-based classroom and school-level practices.    And  Candidate makes extensive  recommendations to future service providers about what has been learned in terms of 2 or more areas of intersectionality in relation to disability. |

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| --- | --- | --- | --- |
|  | **Does Not Meet Expectations**  **1** | **Meets Expectations**  **2** | **Exceeds Expectations**  **3** |
| Writing Process    Candidate completes a minimum of 3500 word paper that is written according to AACU Written Communication VALUE rubric standards for Content Development, Genre and Disciplinary Conventions, Sources and Evidence, and Control of Syntax and Mechanics. | Candidates’ writing demonstrates no or minimal attention to context, audience, purpose, and to the assigned tasks(s) (e.g., expectation of instructor or self as audience).  Candidate does not or does not use appropriate and relevant content to develop simplistic ideas in some parts of the work.  Candidate does not attempt or does not successfully use a consistent system for basic organization and presentation | Candidate demonstrates adequate consideration of context, audience, and purpose and a clear focus on the assigned task(s) (e.g., the task aligns with audience, purpose, and context).  Candidate uses appropriate, relevant, and compelling content to explore ideas within the context of the discipline and shape the whole work.  Candidate demonstrates consistent use of important conventions particular to a specific discipline and/or writing task(s), including organization, content, presentation, and stylistic choices  Candidate demonstrates consistent use of credible, relevant sources to support ideas that are situated within the discipline and genre of the writing.  Candidate uses straightforward language that generally conveys meaning to readers. The language in the paper has few errors. | Candidate demonstrates a thorough understanding of context, audience, and purpose that is responsive to the assigned task(s) and focuses all elements of the work.  Candidate uses appropriate, relevant, and compelling content to illustrate mastery of the subject, conveying the writer's understanding, and shaping the whole work.  Candidate demonstrates detailed attention to and successful execution of a wide range of conventions particular to a specific discipline and/or writing task (s) including organization, content, presentation, formatting, and stylistic choices.  Candidate demonstrates skillful use of high- quality, credible, relevant sources to develop ideas that are appropriate for the discipline and genre of the writing  Candidate uses professional language that skillfully communicates meaning to readers with clarity and fluency, and is virtually error- free. |