Instructor: Ashley Doss, M. A.
Office: Human Services, Room 307
Office Hours: Wednesdays & Thursdays 10:30am – 11am
Office Phone: 936-468-5167       Google Voice Phone: 936-570-0068
Credit Hours: 3 undergraduate hours
Course Time & Location: Wednesdays 4:00 pm – 6:30 pm, Human Services – 101
Email: dossan2@jacks.sfasu.edu (Only D2L email will be answered regarding this course)

Supervising Faculty: If you experience any problems in this course, please contact Dr. Frankie Clark at (936) 468-1072 or clarkfj@sfasu.edu

PREREQUISITES – None

I. COURSE DESCRIPTION

Survey of Exceptionalities is an introductory course covering the conditions and psychological characteristics of exceptional children. The course provides a foundation of basic knowledge for preservice educators and begins the process of preparation for the Texas Examinations of Educator Standards (TExES). It is the prerequisite for all Special Education courses.

This course is aligned with the mission of the College of Education, which is to prepare competent, successful, caring and enthusiastic professionals dedicated to responsible service, leadership, and continued professional and intellectual development. Our theme is "preparing professional educators who positively impact learning for all students". In the College of Education at Stephen F. Austin State University, we are committed to the following core values:

- **Academic excellence** through critical, reflective, and creative thinking
- **Life-long learning**
- **Collaboration** and shared decision making
- **Openness** to new ideas, to culturally diverse people, and to innovation and change
- **Integrity**, responsibility, diligence, and ethical behavior, and
- **Service** that enriches the community

Given the complexity of the teaching and learning process, this course enables students to be knowledgeable of multiple theories and teaching strategies. It is a prerequisite to the professional education courses seeking to prepare educators who positively impact learning for all students. For more information see the [College of Education Conceptual Framework](#).
II. INTENDED LEARNING OUTCOMES/GOALS/OBJECTIVES (Program/Student Learning Outcomes):

The goals of this course are closely aligned to those of the College of Education (COE), which is to prepare competent, successful, caring and enthusiastic professionals dedicated to responsible service, leadership, and continued professional and intellectual development.

Program Learning Outcomes:

This is a general education core curriculum course and no specific program learning outcomes for this major are addressed in this course.

Student Learning Outcomes:

This course is also designed to enable students to begin preparing for the TExES. In parentheses at the end of each of the following goals you will find reference to specific TExES standards. Additional information about the TExES can be obtained from the COE Assessment & Accountability Office. In addition study guides may be accessed at www.texas.nesinc.com.

1. Recognize and appreciate human diversity and examine your own beliefs and attitudes related to individuals with disabilities (Domain I, Understanding Individuals with Disabilities and Evaluating Their Needs, Standard IV, Standard V)

2. Identify the types, characteristics, and etiology of learning disabilities, intellectual disabilities, emotional disturbance, communication disorders, hearing impairments, visual impairments, physical disabilities, health impairments, and giftedness. (Domain I, Understanding Individuals with Disabilities and Evaluating Their Needs, Standard IV, Standard V)

3. Identify the effects of the above impairments on normal cognitive, social, motor, language, and affective development. (Domain II, Promoting Student Learning and Development, Standard VII)

4. Identify major individuals and concepts in the development of special education (Domain IV, Foundations and Professional Roles and Responsibilities, Standard I)

5. Understand the Individuals with Disabilities Education Act and other federal laws that affect persons with disabilities (Domain IV Foundations and Professional Roles and Responsibilities, Standard I, Standard II)

6. Identify appropriate assessment procedures, instructional arrangements, programming options and curricular modifications for students with exceptionalities. (Domain I, Understanding Individuals with Disabilities and Evaluating Their Needs, Standard V)
III. COURSE ASSIGNMENTS, ACTIVITIES, INSTRUCTIONAL STRATEGIES, USE OF TECHNOLOGY

**In-class Activities:** Activities during class time will consist of small group work or individual reflection through writing. These activities will be informed by the required readings and they are meant to reinforce lecture for that day. Please be aware that you are responsible for all of the material in the chapters. Chapter quizzes will be completed online through the REVEL coursework material. Points are assigned through the REVEL and will be converted to 5 points per quiz (for example, if you earn 17/19 points on a quiz it translates to 4.47/5 points for the quiz that week).

The activities will be administered at different times of class throughout the semester depending on when it would fit best with the lesson. Each activity will cover the content of the portion of the chapter according to the course schedule. Small group work or individual reflections must be turned in by the end of the class period.

Each activity will be worth five points. If a student ends the semester with a half point value, it will be rounded up to the next whole point. Example: 125.5 points will be rounded to 126 points. The typical math rule of anything lower than .4 will be rounded down.

**Missed In-class Activities:** The two lowest grades from all activities will be dropped. Any additional missed activities can only be completed if the student shows documentation of an excused absence due to medical or family reasons. It is the student’s responsibility to show documentation of an excused absence and to schedule a time outside of class to complete the alternate activity. **Beyond the two dropped activities without documentation of an excused absence will result in a grade of zero.**

**Disability Perspectives Assignment:** Each student will imagine themselves in the perspective of a person with a disability. Students will complete an assignment that will guide the student to think about how a disability may affect various aspects of a person’s life and how they may be perceived by others. Students will submit this assignment through D2L and must be completed in a Microsoft Word (.doc), Rich Text Format (.rtf), or as a (.pdf). If an assignment is submitted and the instructor cannot open the document, it will result in a zero. Assignments that are turned in late will receive up to 80% of the total points available for three days. Assignments will not be accepted more than three days past the original due date and will result in a grade of zero unless documentation of a medical emergency is provided to cover the due date and three day late period.

Addresses the following Core Curriculum Objectives: *Communication; Social responsibility*

**Disability Guide Assignments:** Each student will complete a series of disability guides in which they create fact sheets about each disability. Assignments will be submitted through D2L and must be completed in a Word document, RTF, or PDF. If an assignment is submitted and the instructor cannot open the document, it will result in a zero.

Addresses the following Core Curriculum Objectives: *Communication; Social responsibility*
Late Assignments: Those who fail to submit the assignment by the due date will be allowed to submit late assignments for a reduced grade. Assignments that are turned in late will receive up to 80% of the total points available for three days. Assignments will not be accepted more than three days past the original due date unless documentation of a medical emergency is provided to cover the due date and three day late period.

Final Exam: The exam will be administered in class according to the final exam schedule established by the university. The exam will cover content from the entire semester, however the content will be restricted to IDEA disability definitions, the six principles of IDEA, and IEP components. No final exams will be administered outside of the final exam schedule.

If you experience technical difficulties during an assignment in Desire 2 Learn:

If you have difficulty completing or uploading an assignment, you must email your assignment to your course instructor before the deadline.

Extra Credit: A fluency-based vocabulary quiz will be available to earn extra credit. This quiz will require you to quickly answer multiple-choice questions concerning terms and definitions and will be administered online using D2L. You may earn 5 points of extra credit if you make 90% or better on this quiz. Scores below 90% correct will not earn extra credit. This quiz can be re-taken unlimited times prior the last day of the semester. Your extra credit will be determined using your highest quiz score.

IV. EVALUATION & ASSESSMENTS (Grading):

Activities (13) 65 points (5 points each)
Quizzes (13) 65 points (5 points each)
Disability Perspective Assignment 20 points
Disability Guide Assignments (10) 50 points (5 points each)
Final Exam 50 points

Total 250 points

Grading scale  
A = 225 – 250 points  
B = 200 – 224 points  
C = 175 – 199 points  
D = 150 – 174 points  
F = fewer than 150 points
V. TENTATIVE COURSE OUTLINE/CALENDAR

<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Readings</th>
<th>Topics</th>
<th>Activities</th>
<th>Assignments</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>January 17</td>
<td>Introductions, Syllabus, &amp; D2L</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>January 24</td>
<td>Ch. 1</td>
<td>Purpose of Special Ed.</td>
<td>One</td>
<td>ReVEL quiz</td>
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<tr>
<td>3</td>
<td>January 31</td>
<td>Ch. 2</td>
<td>Providing Special Ed.</td>
<td>Two</td>
<td>ReVEL quiz</td>
</tr>
<tr>
<td>4</td>
<td>February 7</td>
<td>Ch. 3</td>
<td>Collaboration and Diversity</td>
<td>Three</td>
<td>ReVEL quiz</td>
</tr>
<tr>
<td>5</td>
<td>February 14</td>
<td>NO CLASS</td>
<td></td>
<td></td>
<td>NASP Conference</td>
</tr>
<tr>
<td>6</td>
<td>February 21</td>
<td>Ch. 4</td>
<td>Intellectual Disabilities</td>
<td>Four</td>
<td>ID Guide ReVEL quiz</td>
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<tr>
<td>7</td>
<td>February 28</td>
<td>Ch. 5</td>
<td>Learning Disabilities</td>
<td>Five</td>
<td>LD Guide ReVEL quiz</td>
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<tr>
<td>8</td>
<td>March 7</td>
<td>Ch. 6</td>
<td>Emotional/behavioral disorders</td>
<td>Six</td>
<td>EBD Guide ReVEL quiz</td>
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<tr>
<td></td>
<td>March 14</td>
<td>SPRING BREAK</td>
<td></td>
<td></td>
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<tr>
<td>9</td>
<td>March 21</td>
<td>Ch. 7</td>
<td>Autism</td>
<td>Seven</td>
<td>Autism Guide ReVEL quiz</td>
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<tr>
<td>10</td>
<td>March 28</td>
<td>Ch. 8</td>
<td>Communication Disorders</td>
<td>Eight</td>
<td>Disability Perspective Assignment DUE CD Guide ReVEL quiz</td>
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<tr>
<td></td>
<td>March 21</td>
<td>Ch. 7</td>
<td>Autism</td>
<td>Seven</td>
<td>Autism Guide ReVEL quiz</td>
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<tr>
<td>11</td>
<td>April 4</td>
<td>Ch. 9</td>
<td>Deafness and Hearing Loss</td>
<td>Nine</td>
<td>Deafness Guide ReVEL quiz</td>
</tr>
<tr>
<td>12</td>
<td>April 11</td>
<td>Ch. 10</td>
<td>Blindness and Low Vision</td>
<td>Ten</td>
<td>Blindness Guide ReVEL quiz</td>
</tr>
<tr>
<td>13</td>
<td>April 18</td>
<td>Ch. 11</td>
<td>Health Impairments Low-Incidence</td>
<td>Eleven</td>
<td>Orthopedic Guide TBI Guide ReVEL quiz</td>
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<tr>
<td></td>
<td>April 18</td>
<td>Ch. 12</td>
<td>Health Impairments Low-Incidence</td>
<td>Eleven</td>
<td>Orthopedic Guide TBI Guide ReVEL quiz</td>
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<tr>
<td>14</td>
<td>April 25</td>
<td>Ch. 13</td>
<td>Gifted and Talented Early Childhood Special Education</td>
<td>Thirteen</td>
<td>ReVEL quiz OHI Guide (See Chapter 11)</td>
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<tr>
<td>15</td>
<td>May 2</td>
<td></td>
<td>Review for Final</td>
<td></td>
<td>ReVEL quiz</td>
</tr>
<tr>
<td>16</td>
<td>May 9</td>
<td></td>
<td>Final Exam 4:00 – 6:00 pm</td>
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This schedule is subject to change. Students will be notified of any changes.
VI. REQUIRED READINGS:

Textbook:

ISBN-13: 978-0-13-420140-5 (This is the loose-leaf version with the ReVEL account that provides online access to the course materials and is required. You must purchase the ReVEL access to participate in online quizzes)

*Ensure you are purchasing the one that provides ReVEL access as all the quizzes will be online.*

VII. COURSE EVALUATION:

Near the conclusion of each semester, students in the Perkins College of Education electronically evaluate courses taken within the PCOE. Evaluation data is used for a variety of important purposes including:

1. Course and program improvement, planning, and accreditation;
2. Instruction evaluation purposes; and
3. Making decisions on faculty tenure, promotion, pay, and retention.

As you evaluate this course, please be thoughtful, thorough, and accurate in completing the evaluation. Please know that the PCOE faculty is committed to excellence in teaching and continued improvement. Therefore, your response is critical!

In the Perkins College of Education, the course evaluation process has been simplified and is completed electronically through MySFA. Although the instructor will be able to view the names of students who complete the survey, all ratings and comments are confidential and anonymous, and will not be available to the instructor until after final grades are posted.

VIII. STUDENT ETHICS AND OTHER POLICY INFORMATION:

Found at [https://www.sfasu.edu/policies](https://www.sfasu.edu/policies)

Class Attendance and Excused Absence: Policy 6.7

Attendance will be taken regularly throughout the semester in the form of regular class activities. It is the student’s responsibility to complete these activities.

Regular, punctual attendance, documented participation, and, if indicated in the syllabus, submission of completed assignments are expected at all classes, laboratories, and other activities
for which the student is registered. Based on university policy, failure of students to adhere to these requirements shall influence the course grade, financial assistance, and/or enrollment status. The instructor shall maintain an accurate record of each student’s attendance and participation as well as note this information in required reports and in determining final grades. Students may be excused from attendance for reasons such as health, family emergencies, or student participation in approved university-sponsored events. However, students are responsible for notifying their instructors in advance, when possible, for excusable absences. Whether absences are excused or unexcused, a student is still responsible for all course content and assignments. Students with accepted excuses may be permitted to make up work for up to three weeks of absences during a semester or one week of a summer term, depending on the nature of the missed work. Make-up work must be completed as soon as possible after returning from an absence.

Academic Accommodation for Students with Disabilities: Policy 6.1 and 6.6

To obtain disability related accommodations, alternate formats and/or auxiliary aids, students with disabilities must contact the Office of Disability Services (ODS), Human Services Building, and Room 325, 936-468-3004 as early as possible in the semester. Once verified, ODS will notify the course instructor and outline the accommodation and/or auxiliary aids to be provided. Failure to request services in a timely manner may delay your accommodations. For additional information, go to http://www.sfasu.edu/disabilityservices/.

Student Academic Dishonesty: Policy 4.1

Abiding by university policy on academic integrity is a responsibility of all university faculty and students.

Definition of Academic Dishonesty
Academic dishonesty includes both cheating and plagiarism. Cheating includes, but is not limited to:

- using or attempting to use unauthorized materials on any class assignment or exam;
- falsifying or inventing of any information, including citations, on an assignment; and/or;
- helping or attempting to help another in an act of cheating or plagiarism.

Plagiarism is presenting the words or ideas of another person as if they were one’s own. Examples of plagiarism include, but are not limited to:

- submitting an assignment as one's own work when it is at least partly the work of another person;
- submitting a work that has been purchased or otherwise obtained from the Internet or another source; and/or,
- incorporating the words or ideas of an author into one's paper or presentation without giving the author credit.
Penalties for Academic Dishonesty
Penalties may include, but are not limited to reprimand, no credit for the assignment or exam, re-submission of the work, make-up exam, failure of the course, or expulsion from the university.

Student Appeals
A student who wishes to appeal decisions related to academic dishonesty should follow procedures outlined in Academic Appeals by Students (6.3).

Withheld Grades: Policy 5.5

At the discretion of the instructor of record and with the approval of the academic unit head, a grade of WH will be assigned only if the student cannot complete the course work because of unavoidable circumstances. Students must complete the work within one calendar year from the end of the semester in which they receive a WH, or the grade automatically becomes an F, except as allowed through policy [i.e., Active Military Service (6.14)]. If students register for the same course in future semesters, the WH will automatically become an F and will be counted as a repeated course for the purpose of computing the grade point average.

Student Code of Conduct: Policy 10.4

Classroom behavior should not interfere with the instructor’s ability to conduct the class or the ability of other students to learn from the instructional program (see the Student Conduct Code, policy D-34.1). Unacceptable or disruptive behavior will not be tolerated. Students who disrupt the learning environment may be asked to leave class and may be subject to judicial, academic or other penalties. This prohibition applies to all instructional forums, including electronic, classroom, labs, discussion groups, field trips, etc. The instructor shall have full discretion over what behavior is appropriate/inappropriate in the classroom. Students who do not attend class regularly or who perform poorly on class projects/exams may be referred to the iCare: Early Alert Program at SFA. Information regarding the iCare program is found at https://www.sfasu.edu/judicial/earlyalert.asp or call the office at 936-468-2703.

Additional Information:

To complete Certification/Licensing Requirements in Texas related to public education and other professional settings, you will be required to:

1. Undergo criminal background checks for field or clinical experiences on public school campuses; the public school campuses are responsible for the criminal background check; YOU are responsible for completing the information form requesting the criminal background check. If you have a history of criminal activity, you may not be allowed to complete field or clinical experiences on public school campuses. At that point, you may want to reconsider your major while at SFASU.

2. Provide one of the following primary ID documents: passport, driver’s license, state or providence ID cards, a national ID card, or military ID card to take the TExES exams (additional information available at www.texes.ets.org/registrationBulletin/
YOU must provide legal documentation to be allowed to take these mandated examinations that are related to certification/licensing requirements in Texas. If you do not have legal documentation, you may want to reconsider your major while at SFASU.

3. Successfully complete a state mandated fingerprint background check. If you have a history of criminal activity, you may want to reconsider your major while at SFASU.

For further information concerning this matter, contact Katie Snyder 936-468-1740 or snyderke1@sfasu.edu.

IX. OTHER RELEVANT COURSE INFORMATION:

Grade Appeals

If you believe there is an error in your grade, you must notify the professor in writing prior to the last class day.

If you are unable to resolve the problem with the professor, then you must follow the procedures for a formal academic appeal. The procedure for formal appeals is detailed in the Academic Appeals by Students Policy.