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** to new ideas, to culturally diverse people, and to innovation and change
- **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.

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.texes.nesinc.com](http://www.texes.nesinc.com).
Student Learning Outcomes:
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, mental retardation, 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)

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.

III. Course Assignments, Activities, Instructional Strategies, use of Technology (Core Curriculum requirements addressed in course presented in Bold; NASP domains presented in italics):

Quizzes: Quizzes will include 10 multiple choice and true/false questions. These questions will be derived from the required readings. Please be aware that you are responsible for all of the material in the chapters. The quizzes will be administered in class throughout the semester. Each quiz will cover the content of a single chapter. No notes or textbooks can be used during a quiz. Quizzes must be turned in by the end of the class period.

Addresses the following Core Curriculum Objectives: Critical Thinking

Missed Quizzes: Missed quizzes 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 quiz. Missed quizzes without documentation of an excused absence will result in a grade of zero.
Disability Guide Assignment: Each student will complete a project related to a disability in which you will seek and prepare information related to several disabilities for consumers. Compile information for the following sections into a user-friendly handout or brochure: Special education services category and criteria, evidence-based treatment options, parent and student educational rights, and local resources. Assignments will be submitted through D2L. 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 seven days. Assignments will not be accepted more than seven days past the original due date and will result in a grade of zero.

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.

Attendance/Activities: Attendance and participation will be assessed through discussions and activities. These will occur throughout the semester. Discussions/Activities will close on the Sunday of each week assigned. Missed activities cannot be made up without documentation of a medical emergency and will result in a grade of zero for that activity.

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.

IV. Evaluation and Assessments (Grading):

<table>
<thead>
<tr>
<th>Component</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Quizzes (13)</td>
<td>130 points (10 points each)</td>
</tr>
<tr>
<td>Disability Guide Assignment</td>
<td>40 points</td>
</tr>
<tr>
<td>Attendance/Activities (10)</td>
<td>10 points (1 point each)</td>
</tr>
<tr>
<td>Final Exam</td>
<td>20</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>200 points</strong></td>
</tr>
</tbody>
</table>

Grading scale
- A = 180 – 200 points
- B = 160 – 179 points
- C = 140 – 159 points
- D = 120 – 139 points
- F = fewer than 120 points
V. Tentative Course Outline/Calendar:

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Reading</th>
<th>Assignments Due</th>
</tr>
</thead>
<tbody>
<tr>
<td>Aug 26-Sept 1</td>
<td>Purpose of Special Ed.</td>
<td>Ch. 1</td>
<td>Introduce yourself on the discussion board.</td>
</tr>
<tr>
<td>Sept 2-Sept 8</td>
<td>Providing SPE</td>
<td>Ch. 2</td>
<td>Quiz Ch. 2</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>If you have questions about chapter 2, please feel free to ask on the discussion board.</td>
</tr>
<tr>
<td>Sept 9-Sept 15</td>
<td>Collaboration and Diversity</td>
<td>Ch. 3</td>
<td>Quiz Ch. 3</td>
</tr>
<tr>
<td>Sept 16-Sept 22</td>
<td>Intellectual Disabilities</td>
<td>Ch. 4</td>
<td>Quiz Ch. 4</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Discussion Due by Sept. 22 at 11:59 PM</td>
</tr>
<tr>
<td>Sept 23-Sept 29</td>
<td>Learning Disabilities</td>
<td>Ch. 5</td>
<td>Quiz Ch. 5</td>
</tr>
<tr>
<td>Sept 30-Oct 6</td>
<td>Emotional or Behavioral Disorders</td>
<td>Ch. 6</td>
<td>Quiz Ch. 6</td>
</tr>
<tr>
<td>Oct 7-Oct 13</td>
<td>Autism</td>
<td>Ch. 7</td>
<td>Quiz Ch. 7</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Discussion Due by Oct. 13 at 11:59 PM</td>
</tr>
<tr>
<td>Oct 14-Oct 20</td>
<td>Communication Disorders</td>
<td>Ch. 8</td>
<td>Quiz Ch. 8</td>
</tr>
<tr>
<td>Oct 21-Oct 27</td>
<td>Deafness and Hearing Loss</td>
<td>Ch. 9</td>
<td>Quiz Ch. 9</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Discussion Due by Oct. 27 at 11:59 PM</td>
</tr>
<tr>
<td>Oct 28-Nov 3</td>
<td>Blindness and Low Vision</td>
<td>Ch. 10</td>
<td>Quiz Ch. 10</td>
</tr>
<tr>
<td>Nov 4-Nov 10</td>
<td>Health Impairments</td>
<td>Ch. 11</td>
<td>Quiz Ch. 11</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Discussion Due by Nov. 10 at 11:59 PM</td>
</tr>
<tr>
<td>Nov 11-Nov 17</td>
<td>Low-incidence</td>
<td>Ch. 12</td>
<td>Quiz Ch. 12</td>
</tr>
<tr>
<td>Nov 18-Nov 24</td>
<td>Gifted and Talented</td>
<td>Ch. 13</td>
<td>Quiz Ch. 13; Disability Guide due, 5pm</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Discussion Due by Nov. 24 at 11:59 PM</td>
</tr>
<tr>
<td>Nov 25-Dec 1</td>
<td>Thanksgiving Break</td>
<td>-------</td>
<td>----</td>
</tr>
<tr>
<td>Dec 2-Dec 8</td>
<td>Early Childhood</td>
<td>Ch. 14</td>
<td>Quiz Ch. 14</td>
</tr>
<tr>
<td>Dec 9-Dec 15</td>
<td>Final Exam</td>
<td></td>
<td>----</td>
</tr>
</tbody>
</table>

VI. Readings:

Required Text:

ISBN: 0134027116
VII. Course Evaluations:

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

Class Attendance and Excused Absence: Policy 6.7

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 (including the first 12-day attendance report) 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. Faculty members must promote the components of academic integrity in their
instruction, and course syllabi are required to provide information about penalties for cheating and plagiarism, as well as the appeal process.

**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;
- 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;
- 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. 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 policy 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 [http://www.sfasu.edu/judicial/earlyalert.asp](http://www.sfasu.edu/judicial/earlyalert.asp) or call the office at 936-468-2703.
Additional Information:

Code of Ethics for the Texas Educator:

The Texas educator shall comply with standard practices and ethical conduct toward students, professional colleagues, school officials, parents, and members of the community and shall safeguard academic freedom. The Texas educator, in maintaining the dignity of the profession, shall respect and obey the law, demonstrate personal integrity, and exemplify honesty and good moral character. The Texas educator, in exemplifying ethical relations with colleagues, shall extend just and equitable treatment to all members of the profession. The Texas educator, in accepting a position of public trust, shall measure success by the progress of each student toward realization of his or her potential as an effective citizen. The Texas educator, in fulfilling responsibilities in the community, shall cooperate with parents and others to improve the public schools of the community. This chapter shall apply to educators and candidates for certification.


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

1. Candidates must undergo a criminal history background check prior to clinical teaching and prior to employment as an educator. The public school campuses are responsible for completing the criminal background check. A person who is enrolled or planning to enroll in a State Board for Educator Certification-approved educator preparation program or planning to take a certification examination may request a preliminary criminal history evaluation letter regarding the person's potential ineligibility for certification due to a conviction or deferred adjudication for a felony or misdemeanor offense.

A Preliminary Criminal History Evaluation is a non-mandatory, non-binding evaluation of an individual's self-reported criminal history. In addition, the agency obtains your name-based Texas criminal history information. The service is provided to the requestor for a non-refundable fee. The requestor will receive an evaluation letter by email from agency staff advising of potential ineligibility for educator certification.

You are eligible to request a Preliminary Criminal History Evaluation if:

- You enrolled or planning to enroll in an educator preparation program or
- You are planning to take a certification exam for initial educator certification, and
- You have reason to believe that you may be ineligible for educator certification due to a conviction or deferred adjudication for a felony or misdemeanor offense.

You are not eligible for a preliminary evaluation of your criminal history if you do not have a conviction or deferred adjudication for a felony or misdemeanor offense.

In addition, you must complete the fingerprinting process when you apply for certification. Participation in the evaluation does not preclude you from submitting to a national criminal history review at the time you apply for your educator certification. Your criminal history will be reviewed, and you may be subject to an investigation based on that criminal history, including any information you failed to submit for evaluation.
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.texas.ets.org/registrationBulletin/<http://www.texas.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 state mandated a 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 Martin at 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.

The SFA Way … "…striving for personal excellence in everything we do."

At Stephen F. Austin State University, our faculty, staff, alumni and students believe in doing things "The SFA Way." We expect the best from ourselves and from each other, and we hold each other accountable when we fail to maintain these standards.

Grounded in the five "Root Principles" below, we, the members of the SFA community, strive for personal excellence in everything that we do.

The Principle of Respect … Lumberjacks command respect and treat others with respect.
The Principle of Caring ... Lumberjacks think of the needs of others and seek to improve the quality of life of those around them.

The Principle of Responsibility ... Lumberjacks do what is right.

The Principle of Unity ... Lumberjacks are loyal to their friends, family, university, state and country.

The Principle of Integrity ... Lumberjacks have the courage to do what is right, even when it is hard or unpopular.