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.

This course is three (3) credits, fully online, and has a duration of 15 weeks. The course contains extensive written content that includes the same information students in a face-to-face lecture course receive, requiring students to engage the online modules for at least three hours per week. Primary source readings are woven in to the content to support key concepts or provide perspective on students with exceptionalities in PK – 12 settings. In addition, students are required to read at least one chapter per module/week, complete quizzes/exams over the course content, and complete multiple writing assignments that evaluate their ability to apply and synthesize information gleaned in the course regarding students with exceptionalities in PK – 12 settings. For every hour a student spends engaging with the content, he/she spends at least two hours completing associated activities and assessments. This is a minimum requirement. Students are encouraged to spend more than the minimum outside of class working on this course.

II. INTENDED LEARNING OUTCOMES/GOALS/OBJECTIVES

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, 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)

III. COURSE ASSIGNMENTS/ACTIVITIES/PRODUCTS

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 on-line. Each quiz will be due on the Saturday of the week assigned. You will get 14 minutes to take each quiz. There is also a one minute grace period to allow you time to submit once the 14 minutes has expired. After the time has run out, the quiz is over and any questions not answered are incorrect. You may take each quiz two times. Your score will be the highest attempt score. The questions will be similar, but different on each attempt. Be forewarned, you will want to take the test in a place with strong internet access. Dial-up, satellite, or wireless can sometimes freeze and cause you to lose time during testing.

Missed Quizzes: You should take the first attempt of each quiz during the week each chapter is assigned in the course. By failing to take any quiz during the week the chapter is assigned, you forfeit the opportunity for a make-up quiz.

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 the Dropbox on D2L. More information will be posted on D2L in April.
(Addressed the following Core Curriculum Objectives: Communication; Social Responsibility)

DISABILITY GUIDE ASSIGNMENTS
Each student will complete a series of disability guides in which they answer a series of questions about the most common characteristics of each disorder.
(Addressed the following Core Curriculum Objectives: Communication; Social Responsibility)

DISCUSSIONS
Attendance and participation will be required through group discussions. These will occur throughout the semester. You will participate in ten discussions within a group of your peers. Groups will be assigned randomly. First you will be asked to complete an independent activity. Then you will post a discussion board message and respond to peers’ posted messages. You will not be able to see peers’ messages until after you have posted on the board. You must thoroughly answer the questions for each discussion to earn points. Discussions will close on the SATURDAY of each week assigned. Missed discussions cannot be made up and will result in a grade of zero for that discussion.
(Addressed the following Core Curriculum Objectives: Critical Thinking; Communication; Teamwork)

FINAL EXAM
You will take a final exam during final exam week (May 6 – 12). The exam will be administered online using the D2L quiz tool. It will include 25 questions. 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. You will have 30 minutes to complete the exam. You may take the exam only one time. The exam will open on Sunday, May 6th at 12:00 AM and will close on Wednesday, May 9th at 11:59 PM. It is strongly recommended that you complete the exam prior to midnight on May 9th in case you encounter technical difficulties. No support will be available after 5:00 PM on that date. However, the exam will remain open until 11:59 PM. No late exams will be accepted.
## IV. EVALUATION /ASSESSMENT (GRADING)

<table>
<thead>
<tr>
<th>ITEM</th>
<th>VALUE</th>
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</thead>
<tbody>
<tr>
<td>Quizzes (13)</td>
<td>130 points (10 pts each)</td>
</tr>
<tr>
<td>Disability Perspectives Assignment</td>
<td>20 Pts</td>
</tr>
<tr>
<td>Disability Guide Assignments (9)</td>
<td>45 points (5 pts each)</td>
</tr>
<tr>
<td>Discussions (10)</td>
<td>20 points (2 pts each)</td>
</tr>
<tr>
<td>Final Exam</td>
<td>25 points</td>
</tr>
<tr>
<td><strong>TOTAL POINTS POSSIBLE</strong></td>
<td><strong>240 points</strong></td>
</tr>
</tbody>
</table>

A  215 – 240 points  
B  191 – 214 points  
C  167 – 190 points  
D  143 – 166 points  
F  Fewer than 143 points
## V. TENTATIVE COURSE OUTLINE/CALENDAR

Weekly dates run Sunday – Saturday.  
All Assignments for the week indicated are due on the SATURDAYS by 11:59 p.m.*  
*Exception is Finals Week, which has a due date of WEDNESDAY.

<table>
<thead>
<tr>
<th>DATE</th>
<th>IN CLASS</th>
</tr>
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<tbody>
<tr>
<td>Jan 20 – 26</td>
<td>Getting Started Module - Syllabus &amp; Introductions</td>
</tr>
<tr>
<td>Jan 27 – Feb 2</td>
<td>Weekly attendance is required and expected. Failure to log in to the course and engage in content on a regular and consistent (weekly) basis, could cause you to be dropped from financial aid for this course. The instructor will be monitoring attendance (logging in and engaging in course content) on a weekly basis. Documentation of this attendance will be kept in the instructor's records.</td>
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<tr>
<td>Feb 3 – Feb 9</td>
<td>Weekly attendance is required and expected. Failure to log in to the course and engage in content on a regular and consistent (weekly) basis, could cause you to be dropped from financial aid for this course. The instructor will be monitoring attendance (logging in and engaging in course content) on a weekly basis. Documentation of this attendance will be kept in the instructor's records.</td>
</tr>
<tr>
<td>Feb 10 – 16</td>
<td>Weekly attendance is required and expected. Failure to log in to the course and engage in content on a regular and consistent (weekly) basis, could cause you to be dropped from financial aid for this course. The instructor will be monitoring attendance (logging in and engaging in course content) on a weekly basis. Documentation of this attendance will be kept in the instructor's records.</td>
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<tr>
<td>Mar 17 – 23</td>
<td>Weekly attendance is required and expected. Failure to log in to the course and engage in content on a regular and consistent (weekly) basis, could cause you to be dropped from financial aid for this course. The instructor will be monitoring attendance (logging in and engaging in course content) on a weekly basis. Documentation of this attendance will be kept in the instructor's records.</td>
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<tr>
<td>Mar 24 – 30</td>
<td>Weekly attendance is required and expected. Failure to log in to the course and engage in content on a regular and consistent (weekly) basis, could cause you to be dropped from financial aid for this course. The instructor will be monitoring attendance (logging in and engaging in course content) on a weekly basis. Documentation of this attendance will be kept in the instructor's records.</td>
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<tr>
<td>Mar 31 – Apr 6</td>
<td>Weekly attendance is required and expected. Failure to log in to the course and engage in content on a regular and consistent (weekly) basis, could cause you to be dropped from financial aid for this course. The instructor will be monitoring attendance (logging in and engaging in course content) on a weekly basis. Documentation of this attendance will be kept in the instructor's records.</td>
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<tr>
<td>Apr 7 – 13</td>
<td>Weekly attendance is required and expected. Failure to log in to the course and engage in content on a regular and consistent (weekly) basis, could cause you to be dropped from financial aid for this course. The instructor will be monitoring attendance (logging in and engaging in course content) on a weekly basis. Documentation of this attendance will be kept in the instructor's records.</td>
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<td>Apr 14 – 20</td>
<td>Weekly attendance is required and expected. Failure to log in to the course and engage in content on a regular and consistent (weekly) basis, could cause you to be dropped from financial aid for this course. The instructor will be monitoring attendance (logging in and engaging in course content) on a weekly basis. Documentation of this attendance will be kept in the instructor's records.</td>
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<td>Apr 21 – 27</td>
<td>Weekly attendance is required and expected. Failure to log in to the course and engage in content on a regular and consistent (weekly) basis, could cause you to be dropped from financial aid for this course. The instructor will be monitoring attendance (logging in and engaging in course content) on a weekly basis. Documentation of this attendance will be kept in the instructor's records.</td>
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<tr>
<td>Apr 28 – May 4</td>
<td>Weekly attendance is required and expected. Failure to log in to the course and engage in content on a regular and consistent (weekly) basis, could cause you to be dropped from financial aid for this course. The instructor will be monitoring attendance (logging in and engaging in course content) on a weekly basis. Documentation of this attendance will be kept in the instructor's records.</td>
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<tr>
<td>May 5 – 11</td>
<td>Weekly attendance is required and expected. Failure to log in to the course and engage in content on a regular and consistent (weekly) basis, could cause you to be dropped from financial aid for this course. The instructor will be monitoring attendance (logging in and engaging in course content) on a weekly basis. Documentation of this attendance will be kept in the instructor's records.</td>
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<tr>
<td>May 12 – 18</td>
<td>Weekly attendance is required and expected. Failure to log in to the course and engage in content on a regular and consistent (weekly) basis, could cause you to be dropped from financial aid for this course. The instructor will be monitoring attendance (logging in and engaging in course content) on a weekly basis. Documentation of this attendance will be kept in the instructor's records.</td>
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The timeline is tentative and is subject to change throughout the semester due to instructional need, as determined by the instructor.

### VII. REQUIRED TEXTS


ISBN: 9780134201405

*If you are unable to purchase this textbook or need access to a textbook while you wait for yours to arrive in the mail, there is one copy of the text available on reserve at SFA’s library. You may check the text out for a few hours at a time, but cannot take it out of the library.

### VIII. COURSE EVALUATIONS

Near the conclusion of each semester, students in the College of Education electronically evaluate courses taken within the COE. 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.
In the 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.

IV. STUDENT ETHICS & POLICY INFORMATION

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, 468-3004/468-1004 (TDD) 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/. Location: Human Services Building, room 325. Phone: (936) 468-3004.

Student Academic Honesty (Policy 4.1) – Abiding by university policy on academic integrity is a responsibility of all university faculty and students. Faculty members promote 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 (1) using or attempting to use unauthorized materials to aid in achieving a better grade on a component of a class; (2) the falsification or invention of any information, including citations, on an assigned exercise; and/or (3) 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 your own. Examples of plagiarism are (1) submitting an assignment as if it were one’s own work that has been purchased or otherwise obtained from an Internet source or another source; and (3) incorporating the words or ideas of an author into one’s paper without giving the author due 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 terms 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 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. This program provides students with recommendations for resources or other assistance that is available to help SFA students succeed. Information regarding the iCare program is found at http://www.sfasu.edu/judicial/earlyalert.asp or call the office at (936)468-2703.