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 SFA Way … "…striving for personal excellence in everything 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.

Instructor Information: Dr. Sheriff
Office: Human Services, Room 303
Address: P.O. Box 13019, SFA Station
Nacogdoches, TX 75962-3019
Phone: 936-468-1194
Fax: 936-468-5837
Course Time & Location: Online using DesireToLearn (D2L)
Summer Office Hours: Thursday Mornings: Virtually primarily - 9:00am to 11:00am. Use D2L e-mail within the course to schedule an appointment to meet either face-to-face or virtually
Virtual Office Hours: D2L E-mail, Online Chat Invitation (Using the Course Tools). You may use the Chat tool or your D2L email within this course to talk with me when you notice I am online in the course
E-mail: Utilize D2L e-mail for all course communication with me. Note: (The best way to communicate with me is within the course using D2L e-mail.)
Pre-requisites: None
Credits: 3 semester hours, undergraduate credit

I. COURSE DESCRIPTION

Survey of Exceptionalities is an introductory special education course covering the conditions and psychological characteristics of exceptional children. The course provides a foundation of basic knowledge for PreK-12 pre-service educators and begins the process of preparation for the Texas Examinations of Educator Standards (TExES #161) for special education majors. It is the prerequisite for all Special Education courses taught in the Perkins College of Education.

SPE 329 (SPED 3329) (3 credits, fully online) for 15 weeks with a 2 hour final exam during typical fall and spring semesters; summer course is a five week course. 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 into the content to support key concepts or provide perspective on historical events in special education. In addition, students are required to complete quizzes/exams over the course content and complete intensive writing assignments that evaluate their ability to interpret and apply information learned in the modules. Students will complete two projects in which they interpret and analyze issues and characteristics of disabilities. For every hour a student spends engaging with the content, he/she spends at least two hours completing associated activities and assessments during typical fall and spring semesters. For summer courses like this one, for every hour a student spends engaging with the content, he/she spends at least a minimum of four hours completing associated activities and assessments.

This course is aligned with the Perkins College of Education (PCOE) vision, mission, and core values.

Vision
The James I. Perkins College of Education will be the college of choice for students striving to achieve professional excellence through exemplary programs that are recognized at state, national, and international levels.

Mission
The mission of the Perkins College of Education is to prepare competent, successful, caring and enthusiastic professionals from diverse backgrounds dedicated to responsible service, leadership, social justice and continued professional and intellectual development in an interconnected global society.

To accomplish this mission, the goals of the Perkins College of Education are to:

- Provide programs at both undergraduate and graduate levels based upon sound pedagogical and clinical practice.
- Prepare teachers, support personnel, and educational leaders for Texas
- Employ and support faculty members who are committed to excellence in teaching, scholarship, and service.
- Provide a variety of teaching venues incorporating the latest technologies to
a range of diverse student interests, backgrounds, and aspirations.

- Maintain resources and facilities that allow each program to meet its expected outcomes.
- Collaborate with external partners to enhance students' knowledge, skills, and dispositions, and to influence the ongoing exchange of ideas for mutual benefit.
- Engage in outreach services.
- To address specific needs in the broader community.
- To enhance student learning.
- To instill commitment to service, and To promote the reputation of the University.
- To conduct research to advance knowledge and to contribute to the common good.

**Core Values**

In the Perkins College of Education, we value and are committed to:

- 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
- Service that enriches the community

The following link will allow you to access the PCOE vision, mission, and core values:

[http://coe.sfasu.edu/about-us](http://coe.sfasu.edu/about-us)

**Commitment To Diversity …**

The College of Education is committed to proactively recruiting and retaining a diverse faculty, staff, and student population. Through open dialogue, mutual respect, and shared responsibility, faculty, staff, and students will demonstrate an understanding and sensitivity to ethnicity, race, gender, differing ability levels, culture, language/dialect, age, social class, family structure, sexual orientation, religion, and spiritual values in order to enhance the quality of life in a diverse, global community.

- Multicultural awareness: consciousness of one’s personal reactions to people who are different in phenotype, family background, socio-political perspective, and cultural history.
- Multicultural knowledge: exposed to content related to culture (group)-specific values and beliefs and implications to status on day-to-day experiences within the general society
- Multicultural Skill: implementation of consistent interpersonal skills and communication that reflect openness to listening and considering as valid multiple perspectives and wide range of expressions of individuals’ life stories and experiences.

**Standards Addressed:**

**CAEP … Council for the Accreditation of Educator Preparation**

- Standard 1: Content and Pedagogical Knowledge
- Standard 2: Clinical Partnerships and Practice
- Standard 3: Candidate Quality, Recruitment, and Selectivity
- Standard 4: Program Impact
- Standard 5: Provider Quality Assurance and Continuous Improvement
CEC … Council for Exceptional Children
Standard 1: Learner Development & Individual Learning Differences
Standard 2: Learning Environments
Standard 3: Curricular Content Knowledge
Standard 4: Assessment
Standard 5: Instructional Planning & Strategies
Standard 6: Professional Learning & Ethical Practice
Standard 7: Collaboration

InTASC … Interstate Teacher Assessment and Support Consortium
Standard 1: Learner Development
Standard 2: Learning Differences
Standard 3: Learning Environments
Standard 4: Content Knowledge
Standard 5: Application of Content
Standard 6: Assessment
Standard 7: Planning for Instruction
Standard 8: Instructional Strategies
Standard 9: Professional Learning and Ethical Practice
Standard 10: Leadership and Collaboration

ISTE … International Society for Technology in Education
Standard 1: Facilitate and inspire student learning and creativity
Standard 2: Design and develop digital age learning experiences and assessments
Standard 3: Model digital age work and learning
Standard 4: Promote and model digital citizenship and responsibility
Standard 5: Engage in professional growth and leadership

SBEC/TExES … State Board of Educator Certification and Texas
Domain I … Understanding Individuals with Disabilities and Evaluating Their Needs
Domain II … Promoting Student Learning and Development
Domain III … Promoting Student Achievement in English Language Arts and Reading and in Mathematics
Domain IV … Foundations and Professional Roles and Responsibilities

Course Coordination with the Special Education EC-12 TExES Domains and Competencies

This course’s alignment with the State Board of Educator Certification Standards for Texas EC-12 Special Education teachers coincides with the College of Education’s mission to provide candidates with a foundation for success in teaching and the COE’s goal of academic excellence in candidate content knowledge.

II. INTENDED LEARNING OUTCOMES

Program Learning Outcomes:

Council for Exceptional Children (CEC) Initial Teacher Preparation

**Standard 1: Learner Development and Individual Learning Differences**

1.0 *Beginning special education professionals understand how exceptionalities may interact with development and learning and use this knowledge to provide meaningful and challenging learning experiences for individuals with exceptionalities.*

**Key Elements**

1.1 Beginning special education professionals understand how language, culture, and family background influence the learning of individuals with exceptionalities.

1.2 Beginning special education professionals use understanding of development and individual differences to respond to the needs of individuals with exceptionalities.

**Standard 2: Learning Environments**

2.0 *Beginning special education professionals create safe, inclusive, culturally responsive learning environments so that individuals with exceptionalities become active and effective learners and develop emotional well-being, positive social interactions, and self-determination.*

**Key Elements**

2.1 Beginning special education professionals through collaboration with general educators and other colleagues create safe, inclusive, culturally responsive learning environments to engage individuals with exceptionalities in meaningful learning activities and social interactions.

2.2 Beginning special education professionals use motivational and instructional interventions to teach individuals with exceptionalities how to adapt to different environments.

2.3 Beginning special education professionals know how to intervene safely and appropriately with individuals with exceptionalities in crisis.

**Standard 3: Curricular Content Knowledge**

3.0 *Beginning special education professionals use knowledge of general and specialized curricula to individualize learning for individuals with exceptionalities.*

**Key Elements**

3.1 Beginning special education professionals understand the central concepts, structures of the discipline, and tools of inquiry of the content areas they teach, and can organize this knowledge, integrate cross-disciplinary skills, and
develop meaningful learning progressions for individuals with exceptionalities

3.2 Beginning special education professionals understand and use general and specialized content knowledge for teaching across curricular content areas to individualize learning for individuals with exceptionalities
3.3 Beginning special education professionals modify general and specialized curricula to make them accessible to individuals with exceptionalities.

**Standard 4: Assessment**

4.0 *Beginning special education professionals use multiple methods of assessment and data-sources in making educational decisions.*

**Key Elements**

4.1 Beginning special education professionals select and use technically sound formal and informal assessments that minimize bias.
4.2 Beginning special education professionals use knowledge of measurement principles and practices to interpret assessment results and guide educational decisions for individuals with exceptionalities.
4.3 Beginning special education professionals in collaboration with colleagues and families use multiple types of assessment information in making decisions about individuals with exceptionalities.
4.4 Beginning special education professionals engage individuals with exceptionalities to work toward quality learning and performance and provide feedback to guide them.

**Standard 5: Instructional Planning and Strategies**

5.0 *Beginning special education professionals select, adapt, and use a repertoire of evidence-based instructional strategies to advance learning of individuals with exceptionalities.*

**Key Elements**

5.1 Beginning special education professionals consider an individual’s abilities, interests, learning environments, and cultural and linguistic factors in the selection, development, and adaptation of learning experiences for individual with exceptionalities.
5.2 Beginning special education professionals use technologies to support instructional assessment, planning, and delivery for individuals with exceptionalities.
5.3 Beginning special education professionals are familiar with augmentative and alternative communication systems and a variety of assistive technologies to support the communication and learning of individuals with exceptionalities.
5.4 Beginning special education professionals use strategies to enhance language development and communication skills of individuals with exceptionalities.
5.5 Beginning special education professionals develop and implement a variety of education and transition plans for individuals with exceptionalities across a wide range of settings and different learning experiences in collaboration with
individuals, families, and teams.
  5.6 Beginning special education professionals teach to mastery and promote generalization of learning.
  5.7 Beginning special education professionals teach cross-disciplinary knowledge and skills such as critical thinking and problem solving to individuals with exceptionalities.

**Standard 6: Professional Learning and Ethical Practice**

6.0 Beginning special education professionals use foundational knowledge of the field and the professional Ethical Principles and Practice Standards to inform special education practice, to engage in lifelong learning, and to advance the profession.

**Key Elements**

  6.1 Beginning special education professionals use professional Ethical Principles and Professional Practice Standards to guide their practice.
  6.2 Beginning special education professionals understand how foundational knowledge and current issues influence professional practice.
  6.3 Beginning special education professionals understand that diversity is a part of families, cultures, and schools, and that complex human issues can interact with the delivery of special education services.
  6.4 Beginning special education professionals understand the significance of lifelong learning and participate in professional activities and learning communities.
  6.5 Beginning special education professionals advance the profession by engaging in activities such as advocacy and mentoring.
  6.6 Beginning special education professionals provide guidance and direction to para-educators, tutors, and volunteers.

**Standard 7: Collaboration**

7.0 Beginning special education professionals collaborate 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.

**Key Elements**

  7.1 Beginning special education professionals use the theory and elements of effective collaboration.
  7.2 Beginning special education professionals serve as a collaborative resource to colleagues.
  7.3 Beginning special education professionals use collaboration to promote the well-being of individuals with exceptionalities across a wide range of settings and collaborators.
**Student Learning Outcomes:**

This course is designed to enable students to begin preparing for TExES examinations that are required for educator certification (TExES #161 for special education certification). In parentheses at the end of each of the following goals you will find reference to specific educator standards listed within this syllabus. Additional information about TExES certification exams can be obtained from the James I. Perkins COE Assessment & Accountability Office. In addition study guides may be accessed at www.texas.neisinc.com.

Specifically, this course will enable you to:

1. Recognize and appreciate human diversity and examine your own beliefs and attitudes related to individuals from diverse backgrounds and/or with disabilities (CEC 6.0, 6.3, 7.0, 7.3) (SBEC 161 Domains I & IV) (InTASC #10)

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 (CEC 1.0, 1.1, 1.2) (SBEC 161 Domains I & II) (InTASC #1 & #2) (ISTE #1 & #2)

3. Identify the effects of the above impairments on normal cognitive, social, motor, language, and affective development (CEC 5.0, 5.1, 5.2, 5.3, 5.4, 5.5) (SBEC 161 Domains I & 3) (InTASC #4 & #5)

4. Identify major individuals and concepts in the development of special education (CEC 6.0, 6.1, 6.2, 6.3) (SBEC 161 Domain IV) (InTASC #9)

5. Become familiar with the Individuals with Disabilities Education Act and the federal laws that relate to persons with disabilities and impact the public school system (CEC 6.0, 6.4, 6.5, 6.6) (SBEC 161 Domain IV) (InTASC #9 & #10)

6. Identify appropriate assessment procedures, instructional arrangements, programming options and curricular modifications for students with exceptionalities (CEC 2.0, 2.2, 3.0, 3.1, 3.2, 3.3, 4.0, 4.1, 4.2) (SBEC 161 Domains II & III) (InTASC #3, #6, #7, #8) (ISTE #3)

**III. COURSE ASSIGNMENTS, ACTIVITIES, INSTRUCTIONAL STRATEGIES, USE OF TECHNOLOGY**

This is an online course, designed for students who are independent learners and who are well-organized and motivated to stay on schedule and complete all requirements online. Students MUST have access to a reliable computer and Internet connection as well as adequate computer skills. If computer or connectivity problems are experienced during the semester, you may need to drop the class - check the SFA calendar for the last day to drop without withdrawing from the University.
In order to be successful in this class, each student is expected to:

1. Support yourself by working through the D2L support links located on your D2L Home Page for additional support in navigating D2L if you are a new online student. You may also choose to work through the D2L supportive tutorial links if you want to refresh your skills in navigating D2L. Not understanding how to navigate the course in D2L is not a reason to fall behind in the course. Please take the time to learn how to use D2L by studying the tutorials provided for you within the system.

2. Check your e-mail and the News Blasts I post at the beginning of each week and frequently during the week. This is a summer class and it will move very quickly. Important messages and items of interest related to course content, assignments, and exams are posted in News Announcements and/or emailed to students weekly. The "week" begins on the first SFA school day morning for all weeks and ends on the following Sunday night at 11:59pm {except for Week 5 which is short and ends on Friday, August 16th}.

For example: Week 1 is Tuesday (first school day) July 16th – Sunday, July 22nd.

3. Communicate with the instructor through D2L e-mail if any questions or problems arise. Do not expect to communicate by telephone unless there is an emergency. I will schedule an available time to talk with you by phone if you e-mail me in D2L. Please feel free to schedule a face-to-face appointment, virtual appointment, or phone appointment with me.

4. Read all content pages and websites and chapters in the textbook as assigned each week. The chapter readings will be covered in the online quizzes and exams.

5. Complete all weekly assignments, discussions, and chapter quizzes. At least one assignment is embedded within each learning module. Some are individual assignments, while others are group discussions. You will have multiple assignments every week, and you will not pass the class without completing the weekly assignments. A grading form is used and points for each assignment and/or discussion post required will be awarded based on accuracy, spelling/grammar, content, completeness, and thoughtfulness of the response. When grades are posted in the grade book you will be able to view them. A penalty will be applied to assignments that are submitted late. If you fall behind, you may need to drop the class.

6. Final Exam: You will take a final exam during the final week (August 6-10, 2018). 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 Monday, August 6th, at 12:00 AM and will close on Friday August 10th at 11:59 PM. It is strongly recommended that you complete the exam before 5:00 PM on August 10th because no technical support will be available after this time. However, the exam will remain open until 11:59 PM. No late exams will be accepted.
7. Dropbox Assignments: 1. 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. Addresses the following Core Curriculum Objectives: Communication; Social responsibility. 2. 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. Addresses the following Core Curriculum Objectives: Communication; Social responsibility.

NOTE: Late Dropbox Assignments: 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.

8. Discussions: Attendance and participation will be required through discussions. These will occur throughout the semester. You will participate in ten discussions within a group of your peers. 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 Sunday of each week assigned. Missed discussions cannot be made up without documentation of a medical emergency and will result in a grade of zero for that discussion. Addresses the following Core Curriculum Objectives: Critical thinking; Communication; Teamwork.

9. 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 Sunday 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 quizzes and final exam test in a place with strong internet access. Dial-up, satellite, or wireless can sometimes freeze and cause you to lose time during testing.

Note: Missed Quizzes: You are to take each quiz during the week each chapter is assigned in the course and note the due dates are in your Timeline. Any medical emergency must be documented in order to make up a quiz. Quizzes will close on the Sunday of each week assigned (see Timeline).
10. **End of Course Evaluation Survey Participation Assignment.** You are required to participate and complete a course/instructor evaluation survey for this course. You will receive information in your SFASU Jacks email near the end of the semester. It may also be accessed in your My SFA Student Banner system. You will receive Bonus participation points for your participation in the course evaluation survey. Note: it is considered an assignment in this course requiring your participation in order to receive the participation points.

11. Contact me **immediately** if you are having difficulty. You should contact me through d2l e-mail. You may contact me by telephone on my office phone, but the most accurate and best way to communicate in this online course is to e-mail me within the course and request a time to communicate with me via telephone. We can then set up a time for us to talk about the course via e-mail and I will call you at an agreed upon time. Class email will be monitored each day of this summer session and I will make every effort to respond to students' issues and concerns within 48 hours (2 work days) if at all possible. We all know that life can be unpredictable, so communication is very important, especially, in a summer session course that is only 5 weeks long.
**Quiz and Exam Policy:**

Online Unit Chapter exams must be taken during a designated time period, as indicated on the course timeline. The exams are timed, with approximately one minute to read and answer each question, and you are expected to know the material and not rely on your book or notes during the exam. Failure to complete an online exam during the designated period may result in a zero grade. Forgetting to take an exam is NOT a valid excuse.

If you experience technical difficulty while taking an exam, notify me immediately (not the following week), as it may be possible for me to reset your attempt if it is still within the availability period. If a medical emergency occurs that prohibits completion of an exam, you must provide written documentation from a physician, emergency room or hospital in order to make up the exam. Under other circumstances, makeup quizzes may be taken within one week after the designated period, but point penalty will be subtracted from the quiz grade. However, the right to take a makeup quiz is subject to instructor approval. There is NO late submission time available for the Final Exam as it is due by 11:59 pm on Friday, August 16th, 2019. Summer Session II is over and completed by August 16th at 11:59 pm. In other words: The Final Exam in this course **will not be available under any circumstances beyond the due date of 11:59pm, Friday August 16th, 2019**! Take the Final Exam early in Week 5 if you believe you will not be able to complete it on the last day of Summer Session II.

**IV. EVALUATION & ASSESSMENTS Grading):**

<table>
<thead>
<tr>
<th>Component</th>
<th>Points</th>
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</thead>
<tbody>
<tr>
<td>Quizzes (13)</td>
<td>130 points (10 points each)</td>
</tr>
<tr>
<td>Disability Perspectives Assignment</td>
<td>10 points</td>
</tr>
<tr>
<td>Disability Guide Assignments (9)</td>
<td>45 points (5 points each)</td>
</tr>
<tr>
<td>Discussions (10)</td>
<td>20 points (2 points each)</td>
</tr>
<tr>
<td>Final Exam</td>
<td>25 points</td>
</tr>
<tr>
<td>Course Evaluation Survey</td>
<td>20 Bonus points</td>
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<tr>
<td><strong>Total Points Possible</strong></td>
<td><strong>250 point</strong></td>
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NOTE: There will be no extra credit assignments

Letter grades will be based on the total of points earned as follows:

- A = 90% of all possible points
- B = 80% of all possible points
- C = 70% of all possible points
- D = 60% of all possible points
- F = 59% or below of all possible points

V. TENTATIVE COURSE OUTLINE/CALENDAR

NOTE: Please check your calendar/timeline regularly for due dates on assignments and tests.

There are Dropbox Assignments and/or Group Discussions and Quizzes with each online module. There is a Final Examination in this course. There is NOT a LiveText/Watermark assignment submission required this semester in this course.

NOTE: Because this is a summer course, please note there are multiple online modules assigned to you for each week during this summer session. Each week of the course will begin with a News Blast Announcement outlining your weekly expectations.

The Timeline within this syllabus represents a **best plan (based on utilizing 5 days in the week)** for keeping up with the course this summer. Follow it very closely for module dates and assignment due dates so that you do not get behind. There are 5 weeks in this course and you will notice below in the Summer Session II Timeline that each week is listed multiple times with a plan for 5 weekly days on it for you to follow. Copy, print, and follow this Timeline closely. *Timeline DISCLAIMER: This represents a **best** plan for the course; but, as with most plans, it is subject to change. Any changes in this syllabus Timeline will be announced in your 329 course as a D2L News Blast Announcement on the course main page.

Each week begins on the first day of classes that week and ends on Sunday night at 11:59 pm for the week except for Week 5 which ends on the last day of the semester, **Friday, August 16th**. For example: Week 1 begins on **Tuesday, July 16th** (first day of Summer Session II classes) and ends at 11:59 pm Sunday night, July 21st.

<table>
<thead>
<tr>
<th>SPE 329.501 Course Timeline</th>
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</thead>
<tbody>
<tr>
<td><strong>Summer II 2019</strong></td>
</tr>
<tr>
<td><strong>Week 1: Day 1</strong></td>
</tr>
<tr>
<td>7/16-7/21/19</td>
</tr>
</tbody>
</table>
| (Short Week)                | Complete all the components of the Getting Started module.
|                             | Post your Introduction Bio in Discussions-respond to peer postings by Sunday night at 11:59 pm
|                             | Read and print the course syllabus and course timeline. |
| Week 1: Day 2 | Take Syllabus Quiz by Sunday night at 11:59pm  
Begin Module 1  
(ISTE 1 & 4) |
|----------------|----------------------------------------------------------|
| 7/16-7/21/19  
(Short Week)  
Module 1 Chapter 1: Purpose of Special Education  
Read Chapter 1  
Take Quiz over Chapter 1 by Sunday night at 11:59pm  
Submit to Dropbox: AT Overview Assessment Assignment by Sunday night at 11:59pm  
(CEC 6.0, 6.1, 6.2, 6.3) (SBEC 161 Domain IV) (InTASC #9) |
| Week 1: Day 3 | Module 2 Chapter: Providing Special Education  
Read Chapter 2  
Participate in Person-First Discussion by Sunday night at 11:59pm |
| 7/16-7/21/19  
(Short Week)  
Chapter 2 Continued  
Take Quiz over Chapter 2 by Sunday night at 11:59pm  
(CEC 6.0, 6.4, 6.5, 6.6) (SBEC 161 Domain IV) (InTASC #9 & #10) |
| Week 2: Day 1 | Module 3 Chapter 3: Collaboration and Diversity  
Read Chapter 3  
Participate in Conflict Resolution Discussion by Sunday night at 11:59pm  
Take Quiz over Chapter 3 by Sunday night at 11:59pm  
(CEC 6.0, 6.3, 7.0, 7.3) (SBEC 161 Domains I & IV) (InTASC #10) |
| Week 2: Day 2 | Module 4 Chapter 4: Intellectual Disabilities (ID)  
Read Chapter 4  
Participate in Inclusion Discussion by Sunday night at 11:59pm |
| **Week 2:** Days 3-5 | **Submit to Dropbox: ID Guide by Sunday night at 11:59pm**  
| | **Take Quiz over Chapter 4 by Sunday night at 11:59pm**  
| | **(CEC 1.0, 1.1, 1.2) (SBEC 161 Domains I & II) (InTASC #1 & #2) (ISTE #1 & #2)**  
| **7/22-7/28/19** | **Module 5 Chapter 5: Learning Disabilities (LD)**  
| | **Read Chapter 5**  
| | **Take Quiz over Chapter 5**  
| | **Participate in Misunderstood Discussion by Sunday night at 11:59 pm**  
| | **Submit to Dropbox: LD Guide**  
| | **CEC 5.0, 5.1, 5.2, 5.3, 5.4, 5.5) (SBEC 161 Domains I & 3) (InTASC #4 & #6)**  
| **Week 3:** Day 1 | **Module 6 Chapter 6: Emotional & Behavioral Disorders (EBD)**  
| **7/29-8/4/19** | **Read Chapter 6**  
| | **Participate in Discussion: Behavior Causes**  
| | **Take Quiz over Chapter 6**  
| | **Submit to Dropbox: EBD Guide by Sunday night at 11:59 pm**  
| | **(CEC 1.0, 1.1, 1.2) (SBEC 161 Domains I & II) (InTASC #1 & #2) (ISTE #1 & #2)**  
| **Week 3:** Days 2-4 | **Module 7 Chapter 7: Autism**  
| **7/29-8/4/19** | **Read Chapter 7**  
| | **Take Chapter 7 Quiz**  
| | **Participate in Temple Grandin Discussion**  
| | **Submit to Dropbox: Autism Guide by Sunday night at 11:59 pm**  
| | **(CEC 2.0, 2.2, 3.0, 3.1,3.2, 3.3, 4.0, 4.1, 4.2) (SBEC 161 Domains II & III) (InTASC #3, #6, #7, #8) (ISTE #3)**  
| **Week 3:** Days 2-4 | **Module 8 Chapter 8: Communication Disorders (SI – Speech Impairment)**  
| **7/29-8/4/19** | **Read Chapter 8**  
| | **Submit to Dropbox: CD Guide by Sunday night at 11:59pm**  
| | **Take Quiz over Chapter 8 by Sunday night at 11:59pm**  
| | **(CEC 2.0, 2.2, 3.0, 3.1,3.2, 3.3, 4.0, 4.1, 4.2) (SBEC 161 Domains II & III) (InTASC #3, #6, #7, #8) (ISTE #3)**
<table>
<thead>
<tr>
<th>Week 3: Day 5</th>
<th>Module 9 Chapter 9: Deafness and Hearing Impairment (AI)</th>
</tr>
</thead>
<tbody>
<tr>
<td>7/29-8/4/19</td>
<td>Read Chapter 9</td>
</tr>
<tr>
<td></td>
<td>Take Quiz over Chapter 9 by Sunday night at 11:59 pm</td>
</tr>
<tr>
<td></td>
<td>Submit to Dropbox: Deafness Guide by Sunday night at 11:59 pm</td>
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<tr>
<td></td>
<td>(CEC 1.0, 1.1, 1.2) (SBEC 161 Domains I &amp; II) (InTASC #1 &amp; #2) (ISTE #1 &amp; #2)</td>
</tr>
</tbody>
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<table>
<thead>
<tr>
<th>Week 4: Days 1-3</th>
<th>Module 10 Chapter 10: Blindness and Low Vision (VI)</th>
</tr>
</thead>
<tbody>
<tr>
<td>8/5-8/11/19</td>
<td>Read Chapter 10</td>
</tr>
<tr>
<td></td>
<td>Take Quiz over Chapter 10 by Sunday night at 11:59 pm</td>
</tr>
<tr>
<td></td>
<td>Participate in Visualizing Discussion by Sunday night at 11:59 pm</td>
</tr>
<tr>
<td></td>
<td>Submit to Dropbox: Blindness Guide by Sunday night at 11:59 pm</td>
</tr>
<tr>
<td></td>
<td>(CEC 1.0, 1.1, 1.2) (SBEC 161 Domains I &amp; II) (InTASC #1 &amp; #2) (ISTE #1 &amp; #2)</td>
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</tbody>
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<thead>
<tr>
<th>Week 4: Days 4-5</th>
<th>Module 11 Chapter 11: Physical and Other Health Impairments (OI &amp; OHI)</th>
</tr>
</thead>
<tbody>
<tr>
<td>8/5-8/11/19</td>
<td>Read Chapter 11</td>
</tr>
<tr>
<td></td>
<td>Participate in Discussion Physical Impairments</td>
</tr>
<tr>
<td></td>
<td>Submit to Dropbox: OI Guide</td>
</tr>
<tr>
<td></td>
<td>Submit to Dropbox: Disability Perspectives due by Sunday night at 11:59pm</td>
</tr>
<tr>
<td></td>
<td>Take Quiz over Chapter 11 by Sunday night at 11:59pm</td>
</tr>
<tr>
<td></td>
<td>(CEC 6.0, 6.3, 7.0, 7.3) (SBEC 161 Domains I &amp; IV) (InTASC #10)</td>
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<thead>
<tr>
<th>Week 4: Days 4-5</th>
<th>Module 12 Chapter 12: Low Incidence Disabilities</th>
</tr>
</thead>
<tbody>
<tr>
<td>8/5-8/11/19</td>
<td>Read Chapter 12</td>
</tr>
<tr>
<td></td>
<td>Take Quiz over Chapter 12</td>
</tr>
<tr>
<td></td>
<td>Submit to Dropbox: TBI Guide by Sunday night at 11:59pm</td>
</tr>
<tr>
<td></td>
<td>Participate in Course Evaluation Survey</td>
</tr>
<tr>
<td></td>
<td>(CEC 2.0, 2.2, 3.0, 3.1,3.2, 3.3, 4.0, 4.1, 4.2) (SBEC 161 Domains II &amp; III) (InTASC #3, #6, #7, #8) (ISTE #3)</td>
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</table>

<table>
<thead>
<tr>
<th>Week 5: Days 1-2</th>
<th>Module 13 Chapter 13: Gifted and Talented</th>
</tr>
</thead>
<tbody>
<tr>
<td>8/5-8/11/19</td>
<td>Read Chapter 13</td>
</tr>
<tr>
<td><strong>Take Quiz over Chapter 13 by Friday night at 11:59pm</strong></td>
<td></td>
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<tr>
<td>--------------------------------------------------------</td>
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<tr>
<td>(CEC 1.0, 1.1, 1.2) (SBEC 161 Domains I &amp; II) (InTASC #1 &amp; #2) (ISTE #1 &amp; #2)</td>
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<tr>
<th><strong>Week 5: Days 3-5</strong></th>
</tr>
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<tbody>
<tr>
<td><strong>8/12-8/16/19</strong></td>
</tr>
<tr>
<td><strong>(Short Week: ends on Friday)</strong></td>
</tr>
<tr>
<td><strong>Study and Take Final Exam</strong></td>
</tr>
</tbody>
</table>

**IMPORTANT NOTE:** Final Exam closes at 11:59pm Friday night August 16th, 2019. Final Exam can not be made up as Summer Session II ends on August 16, 2019. HINT: To avoid issues with taking your final examination, I suggest you plan ahead and don’t wait until Friday evening.

There is No LiveText/Watermark Submission in this course this semester.
VI. READINGS:

I. Required Textbook:

ISBN: 9780134201405
There are chapter reading assignments from the textbook, articles, and websites embedded in each learning module.

LiveText/Watermark Statement:

Upon your enrollment in this course, if you do not already have an existing LiveText/Watermark account, you should receive an access code for a free LiveText/Watermark account. LiveText/Watermark is a data management system that you will use to submit several designated assignments in your James I. Perkins College of Education courses. The access code will come to you directly from the LiveText/Watermark system to your SFA jacks email account. If you do not receive this code by the end of the first week of class, please check your junk e-mail. If you still do not have the message, please contact the SFA LiveText/Watermark coordinator at livetext@sfasu.edu. Once you have received the access code, it is YOUR responsibility to activate the account. Failure to activate the account and/or submit the required assignment(s) could result in course failure. ***Please note there is NO LiveText/Watermark assignment in this course (SPE 329) and you will not be required to submit any assignments for this course into LiveText/Watermark.

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

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 (to award Bonus Participation points), 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 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.

Work for each online learning module and the quizzes are due by the due dates stated in the syllabus, in the online modules, and on the course Timeline or the student will be considered absent. Activities requiring group participation and/or Discussion Board postings must be done within the designated time frame for each module or the student will be considered absent. Students are required to attend all scheduled Collaborate sessions if assigned to a session. Late work will not earn credit.

Academic Accommodation for Students with Disabilities: Policy 6.1 & 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) 468-3004/468-1004 (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/.

Student Academic Dishonesty: Policy 4.1

Academic Integrity

Abiding by university policy on academic integrity is a responsibility of all university faculty and students. Faculty members promote academic integrity in multiple ways including instruction on the components of academic honesty, as well as abiding by university policy on penalties for cheating and plagiarism.

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 assignment; 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 one’s own. Examples of plagiarism include, but are not limited to:

1. Submitting an assignment as if it were one’s own work when it is at least partly the work of another person
2. Submitting a work that has been purchased or otherwise obtained from an Internet source or another source; and/or,
3. 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, resubmission 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 SFASU. Information regarding the iCare program is found at https://www.sfasu.edu/judicial/earlyalert.asp or call the office at: (936)-468-2703

**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.

Please go to TAC 247.2 – Code of Ethics and Standard Practices for Texas Educators. This can be found: https://texreg.sos.state.tx.us/public/readtac$ext.ViewTAC?tac_view=4&ti=19&pt=7&ch=247&rl=Y.

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

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. Additional information can be found at https://tea.texas.gov/Texas_Educators/Investigations/Preliminary_Criminal_History_Evaluation-FAQs/.

1. 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.

2. 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.

IX. Other Relevant Course Information

Late Submission Policy and Make-up Exams:
All assignments must be turned in on or before the due date to receive full credit. Late assignments may not be accepted or will be docked points. Make-up quizzes and exams will be administered only in extreme circumstances and reasons for missing an exam should be documented. Students should contact me in advance of missing a quiz or the final exam. Additional LiveText Note: There is NOT a required assignment to be submitted to LiveText/Watermark in this course. Syllabus Disclaimer: While the provisions of this syllabus are as accurate and complete as possible, the instructor reserves the right to change any provision herein with notice if circumstances so warrant. Every effort will be made to keep students advised of such changes and information about such changes will be posted in d2l as a News page item for the course. It is the responsibility of each student to know what changes, if any, have been made to the provisions for this syllabus and to successfully complete the requirements.
for this course. Questions regarding information on the syllabus and course requirements need to be addressed by students when the syllabus is received.