Prerequisites: None  
Course Fee: None  

I. COURSE DESCRIPTION  
Survey of Exceptionalities is an introductory course covering the conditions and psychological characteristics of exceptional children.

The course provides a foundation of basic knowledge for preservice educators and begins the process of preparation for the Texas Examinations of Educator Standards (TExES). It is the prerequisite for all Special Education courses.

COURSE DELIVERY MODALITY  
Fully Online (Asynchronous Online Content)

COURSE JUSTIFICATION / TIME REQUIREMENT  
SPE 3329 is a three-hour credit course with a duration of eight weeks with a two-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.

II. INTENDED LEARNING OUTCOMES  
SPE 3329 is aligned with the mission of the Perkins 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 Perkins 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

**THECB Core Objectives/Outcomes**

- **Critical Thinking Skills**
  - To include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information
- **Communication Skills**
  - To include effective development, interpretation and expression of ideas through written, oral and visual communication.
- **Empirical and Quantitative Skills**
  - To include the manipulation and analysis of numerical data or observable facts resulting in informed conclusions.
- **Teamwork**
  - To include the ability to consider different points of view and to work effectively with others to support a shared purpose or goal.
- **Personal Responsibility**
  - To include the ability to connect choices, actions and consequences to ethical decision-making
- **Social Responsibility**
  - To include intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities.

**Council for the Accreditation of Educator Preparation**

Standards can be found [here](#).

**Council for Exceptional Children (CEC):**

**CEC Standard 1**
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.

**CEC Standard 2**
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.

**CEC Standard 3**
Beginning special education professionals use knowledge of general and specialized curricula to individualize learning for individuals with exceptionalities.

**CEC Standard 4**
Beginning special education professionals use multiple methods of assessment and data sources in making educational decisions.

**CEC Standard 5**
Beginning special education professionals select, adapt, and use a repertoire of evidence-based instructional strategies to advance learning of individuals with exceptionalities.

**CEC Standard 6**
Beginning special education professionals use foundational knowledge of the field and their professional ethical principles and practice standards to inform special education practice, to engage in lifelong learning, and to advance the profession.

**CEC Standard 7**
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.

**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.texes.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, Standard IV, Standard V)

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**
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 by 11:59 p.m. You will be allotted 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.

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.

Quizzes will not be reopened past the due date.

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. Detailed assignment information is posted in D2L.
(Addresses the following Core Curriculum Objectives: Communication; Social Responsibility)

DISCUSSIONS
Attendance and participation will be required through group discussions. These will occur weekly throughout the semester. You will participate in eleven discussions. First you will be asked to complete an independent activity. Then you will post a discussion board message and respond to peers’ posted messages (minimum of one peer’s post). 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 at 11:59 p.m. of each week assigned. Missed discussions cannot be made up and will result in a grade of zero for that discussion. One discussion grade will be dropped (lowest).
(Addresses the following Core Curriculum Objectives: Critical Thinking; Communication; Teamwork)

FINAL EXAM
You will take a final exam during final exam week (see course timeline for specific dates). 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. See syllabus for specific dates and times. No late exams will be accepted.

IV. EVALUATION & ASSESSMENT

<table>
<thead>
<tr>
<th>GRADE ITEM</th>
<th>VALUE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Quizzes (13)</td>
<td>130 points (10 points each)</td>
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<tr>
<td>Discussions (10)</td>
<td>20 points (2 points each)</td>
</tr>
<tr>
<td>Disability Perspectives Assignment</td>
<td>25 points</td>
</tr>
<tr>
<td>Final Exam</td>
<td>25 points</td>
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<tr>
<td><strong>TOTAL POINTS POSSIBLE</strong></td>
<td><strong>200</strong></td>
</tr>
</tbody>
</table>

GRADE SCALE
All assignments must be completed in order to receive any grade but an F.

V. TENTATIVE COURSE CALENDAR

<table>
<thead>
<tr>
<th>DATE</th>
<th>READING</th>
<th>COURSE ACTIVITIES (All Due Dates are SATURDAYS by 11:59 p.m.)*</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 1</td>
<td>08/23/21</td>
<td>• GETTING STARTED MODULE</td>
</tr>
<tr>
<td></td>
<td>Chapter 1</td>
<td>• Syllabus &amp; Introductions</td>
</tr>
<tr>
<td></td>
<td>Chapter 2</td>
<td>• Discussion 1: Introduce Yourself</td>
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<tr>
<td></td>
<td></td>
<td>• Chapter 1 Quiz</td>
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<td></td>
<td></td>
<td>• Chapter 2 Quiz</td>
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<td></td>
<td></td>
<td>• Discussion 2: Person First</td>
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<tr>
<td>Week 2</td>
<td>08/30/21</td>
<td>• Chapter 3 Quiz</td>
</tr>
<tr>
<td></td>
<td>Chapter 3</td>
<td>• Discussion 3: Conflict Resolution</td>
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<tr>
<td></td>
<td>Chapter 4</td>
<td>• Chapter 4 Quiz</td>
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<tr>
<td></td>
<td></td>
<td>• Discussion 4: Inclusion</td>
</tr>
<tr>
<td>Week 3</td>
<td>09/06/21</td>
<td>• Chapter 5 Quiz</td>
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<tr>
<td></td>
<td>Chapter 5</td>
<td>• Discussion 5: Misunderstood Minds</td>
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<td></td>
<td>Chapter 6</td>
<td>• Chapter 6 Quiz</td>
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<tr>
<td></td>
<td></td>
<td>• Discussion 6: Behavior Causes</td>
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<tr>
<td>Week 4</td>
<td>09/13/21</td>
<td>• Chapter 7 Quiz</td>
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<td></td>
<td>Chapter 7</td>
<td>• Discussion 7: Temple Grandin</td>
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<td></td>
<td>Chapter 8</td>
<td>• Chapter 8 Quiz</td>
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<tr>
<td></td>
<td></td>
<td>• Discussion 8: Communication Disorders</td>
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<tr>
<td>Week 5</td>
<td>09/20/21</td>
<td>• Chapter 9 Quiz</td>
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<td></td>
<td>Chapter 9</td>
<td>• Discussion 9: Hearing Simulation</td>
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<td></td>
<td>Chapter 10</td>
<td>• Chapter 10 Quiz</td>
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<tr>
<td></td>
<td></td>
<td>• Discussion 10: Visualizing</td>
</tr>
<tr>
<td>Week 6</td>
<td>09/27/21</td>
<td>• Chapter 11 Quiz</td>
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<tr>
<td></td>
<td>Chapter 11</td>
<td>• Discussion 11: Physical &amp; Health Impairments</td>
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<td></td>
<td>Chapter 12</td>
<td>• Chapter 12 Quiz</td>
</tr>
<tr>
<td>Week 7</td>
<td>10/04/21</td>
<td>• Chapter 13 Quiz</td>
</tr>
<tr>
<td></td>
<td>Chapter 13</td>
<td>• No Discussion This Week</td>
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<tr>
<td></td>
<td></td>
<td>• DISABILITY PERSEPECTIVES ASSIGNMENT DUE 10/08/21 by 12:00 p.m. (Noon)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Complete Final Exam by 10/08/21 by 12:00 p.m. (Noon)</td>
</tr>
</tbody>
</table>

*Exception: Finals Week

VI. TEXTBOOK & INSTRUCTIONAL MATERIALS


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.

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
(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. 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 Modules of absences during a semester or one Module of a summer term, depending on the nature of the missed work. Make-up work must be completed as soon as possible after returning from an absence.

Academic Accommodation for Students with Disabilities: Policy 6.1 and 6.6
To obtain disability related accommodations, alternate formats and/or auxiliary aids, students with disabilities must contact the Office of Disability Services (ODS), Human Services Building, and Room 325, 936-468-3004 as early as possible in the semester. Once verified, ODS will notify the course instructor and outline the accommodation and/or auxiliary aids to be provided. Failure to request services in a timely manner may delay your accommodations. For additional information, go to http://www.sfasu.edu/disabilityservices/.

Student Academic Dishonesty: Policy 4.1
Abiding by university policy on academic integrity is a responsibility of all university faculty and students.

Definition of Academic Dishonesty
Academic dishonesty includes both cheating and plagiarism. Cheating includes, but is not limited to:
- using or attempting to use unauthorized materials on any class assignment or exam;
- falsifying or inventing of any information, including citations, on an assignment; and/or;
- helping or attempting to help another in an act of cheating or plagiarism.

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

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

Withheld Grades: Policy 5.5
At the discretion of the instructor of record and with the approval of the academic unit head, a grade of WH will be assigned only if the student cannot complete the course work because of unavoidable circumstances. Students must complete the work within one calendar year from the end of the semester in which they receive a WH, or the grade automatically becomes an F, except as allowed through policy [i.e., Active Military Service (6.14)]. If students register for the same course in future semesters, the WH will automatically become an F and will be counted as a repeated course for the purpose of computing the grade point average.

Student Code of Conduct: Policy 10.4
Interference or disruption of students, faculty, administration, staff, the educational mission, or routine operations of the university is prohibited. Such activity includes, but is not limited to, behavior in a classroom or instructional program that interferes with the instructor or presenter’s ability to conduct the class or program, or the ability of others to profit from the class or program. To remain in the vicinity of activity that is disrupting normal university functions when requested to leave by a university official is prohibited. Bystanders, if their presence incites or adds to the disruption, as well as more active participants in the disruptive activity, may be in violation of this policy as well. Engaging in physical violence of any nature against any person. This includes fighting; assaulting; battering; using a knife, gun, or other weapon; or acting in a manner that threatens or endangers the physical health or safety of any person or causes a reasonable apprehension of such harm.

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 Early Alert Program at SFA.

Student Health & Wellness
SFASU values students’ mental health and the role it plays in academic and overall student success. SFASU provides a variety of resources to support students’ mental health and wellness. Many of these resources are free, and all of them are confidential.

ON CAMPUS RESOURCES
SFASU Counseling Services
www.sfasu.edu/counselingservices
Rusk Building 3rd Floor
(936) 468-2401

SFASU Human Services Counseling Clinic
www.sfasu.edu/humanservices/139.asp
Human Services Building, Room 202
(936) 468-1041

CRISIS RESOURCES
Burke Center 24-Hour Crisis Line 1 (800) 392-8343
Suicide Prevention Lifeline 1 (800) 273-TALK (8255)
Crisis Text Line (Text HELLO to 741-741)
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.


CERTIFICATION REQUIREMENTS FOR THE TEXAS EDUCATOR

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

1. 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/.

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 http://www.tx.nesinc.com/PageView.aspx?f=GEN_Tests.html. 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, contact the Office of Assessment and Accountability at 936-468-1282 or edprep@sfasu.edu.

IX. OTHER RELEVANT COURSE INFORMATION

If you believe there is an error in your final grade, contact the instructor immediately so that your concern can be resolved in a timely manner. The procedure for formal appeals is detailed in the Academic Appeals by Students Policy.