**Instructor:** Mitchalina Kenney, SP  
**Time/Location:** Monday / Wednesday 2:30-3:45pm; ECRC 215  
**E-Mail:** [kenneymr@sfasu.edu](mailto:kenneymr@sfasu.edu)  
**Pronouns:** she/her/hers  
**Cell Phone:** 936/462-3168  
**Office:** ECRC 201Y  
**Office Hours:** By appointment

**PREREQUISITES – None**

**I. COURSE DESCRIPTION**

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

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

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

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

**PCOE Diversity Statement:**

The James I. Perkins 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, exceptionalities,
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.

II. INTENDED LEARNING OUTCOMES/GOALS/OBJECTIVES (Programs/Student Learning Outcomes):

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

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

Student Learning Outcomes:
1. Recognize and appreciate human diversity and examine your own beliefs and attitudes related to individuals with disabilities (Domain I, Understanding Individuals with Disabilities and Evaluating Their Needs, Standard IV, Standard V)
2. Identify the types, characteristics, and etiology of learning disabilities, mental retardation, emotional disturbance, communication disorders, hearing impairments, visual impairments, physical disabilities, health impairments, and giftedness. (Domain I, Understanding Individuals with Disabilities and Evaluating Their Needs, Standard IV, Standard V)
3. Identify the effects of the above impairments on normal cognitive, social, motor, language, and affective development. (Domain II, Promoting Student Learning and Development, Standard VII)
4. Identify major individuals and concepts in the development of special education (Domain IV, Foundations and Professional Roles and Responsibilities, Standard I)
5. Understand the Individuals with Disabilities Education Act and other federal laws that affect persons with disabilities (Domain IV Foundations and Professional Roles and Responsibilities, Standard I, Standard II, 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)

Program Learning Outcomes:

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

III. COURSE ASSIGNMENTS, ACTIVITIES, INSTRUCTIONAL STRATEGIES, USE OF TECHNOLOGY (Core Curricula addressed in italics)
Quizzes:
- Quizzes will include 11 multiple choice, true/false & fill in the blank questions. These questions will be derived from the required readings. Please be aware that you are responsible for all of the material in the chapters. The quizzes will be administered in class throughout the semester. Each quiz will cover the content of a single chapter. No notes or textbooks can be used during the quiz. Eleven total quizzes will be given with the lowest score being dropped. (Addresses the following Core Curriculum Objectives: Critical Thinking)

- Missed Quizzes: Missed quizzes can only be completed if the student shows documentation of an excused absence due to medical or family reasons. It is the student’s responsibility to show documentation of an excused absence and to schedule a time outside of class to complete the quiz. Missed quizzes without documentation of an excused absence will result in a grade of zero.

Disability 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.

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

Final Exam:
- The exam will be administered in class according to the final exam schedule established by the university. The exam will cover content from the entire semester; however, the content will be restricted to IDEA disability definitions, the six principles of IDEA, and IEP components.

Late Assignments: Those who fail to submit the assignment by the due date will be allowed to submit late assignments for a reduced grade. Assignments that are turned in late will receive up to 80% of the total points available for three days. Assignments will not be accepted more than three days past the original due date and will result in a grade of zero.

Attendance/Activities: Attendance and participation will be assessed through discussions and activities. These will occur throughout the semester. Missed activities cannot be made up without documentation of a medical emergency and will result in a grade of zero for that activity. A sign-in sheet will be provided to ensure accurate attendance is documented.

If you experience technical difficulties during an assignment in Desire 2 Learn:
If you have difficulty completing or uploading an assignment, you must email your assignment to your course instructor before the deadline.
IV. EVALUATION & ASSESSMENTS (Grading):

- Quizzes (11) – lowest grade dropped: 100 points (10 points each)
- Disability Perspective Assignment: 20 points
- Disability Guide Assignment: 20 points
- Attendance/Activities (10): 10 points (1 point each)
- Final Exam: 50 points

Total: 200 points

Grading scale:
- A = 180 – 200 points
- B = 160 – 179 points
- C = 140 – 159 points
- D = 120 – 139 points
- F = fewer than 120 points

V. TENTATIVE COURSE OUTLINE/CALENDAR

<table>
<thead>
<tr>
<th>Week / Date</th>
<th>Topics</th>
<th>Assignments / Quiz #</th>
</tr>
</thead>
<tbody>
<tr>
<td>FOUNDATIONS FOR UNDERSTANDING SPECIAL EDUCATION</td>
<td></td>
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</tr>
<tr>
<td>1 8/28</td>
<td>Review syllabus</td>
<td>Read Ch 1</td>
</tr>
<tr>
<td>8/30</td>
<td>Purpose &amp; Promise of Special Ed</td>
<td></td>
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<tr>
<td>2 9/4</td>
<td>Review of CH 1</td>
<td>Discussion</td>
</tr>
<tr>
<td>9/6</td>
<td></td>
<td>Ch 1 Quiz</td>
</tr>
<tr>
<td>3 9/11</td>
<td>Planning &amp; Providing SPED Serv</td>
<td>Read Ch 2</td>
</tr>
<tr>
<td>9/13</td>
<td></td>
<td>Ch 2 Quiz</td>
</tr>
<tr>
<td>4 9/18</td>
<td>Collaborating with Families</td>
<td>Read Ch 3</td>
</tr>
<tr>
<td>9/20</td>
<td></td>
<td>Ch 3 Quiz</td>
</tr>
<tr>
<td>EDUCATIONAL NEEDS OF EXCEPTIONAL STUDENTS</td>
<td></td>
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<tr>
<td>5 9/25</td>
<td>Intellectual Disabilities</td>
<td>Read Ch 4</td>
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<tr>
<td>9/27</td>
<td></td>
<td>Ch 4 Quiz</td>
</tr>
<tr>
<td>6 10/2</td>
<td>Learning Disabilities</td>
<td>Read Ch 5</td>
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<tr>
<td>10/4</td>
<td></td>
<td>Ch 5 Quiz</td>
</tr>
<tr>
<td>7 10/9</td>
<td>Emotional Disturbance or Behavioral Disorders</td>
<td>Read Ch 6</td>
</tr>
<tr>
<td>10/11</td>
<td></td>
<td>Ch 6 Quiz</td>
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<tr>
<td>Date</td>
<td>Day</td>
<td>Assignment</td>
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</tr>
<tr>
<td>10/16</td>
<td>8</td>
<td>Autism Spectrum Disorders</td>
</tr>
<tr>
<td>10/18</td>
<td></td>
<td>Read Ch 7</td>
</tr>
<tr>
<td>10/18</td>
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<td>Ch 7 Quiz</td>
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</table>

**Disability Perspective Assignment Due**

<table>
<thead>
<tr>
<th>Date</th>
<th>Day</th>
<th>Assignment</th>
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</thead>
<tbody>
<tr>
<td>10/23</td>
<td>9</td>
<td>Communication Disorders</td>
</tr>
<tr>
<td>10/25</td>
<td></td>
<td>Read Ch 8</td>
</tr>
<tr>
<td>10/30</td>
<td>10</td>
<td>Deafness &amp; Hearing Loss</td>
</tr>
<tr>
<td>11/1</td>
<td></td>
<td>Ch 8 Quiz</td>
</tr>
<tr>
<td>11/6</td>
<td>11</td>
<td>Blindness &amp; Low Vision</td>
</tr>
<tr>
<td>11/8</td>
<td></td>
<td>Read Ch 9</td>
</tr>
<tr>
<td>11/13</td>
<td>12</td>
<td>ADHD, Health &amp; Physical Impairments</td>
</tr>
<tr>
<td>11/15</td>
<td></td>
<td>Ch 9 Quiz</td>
</tr>
</tbody>
</table>

**Disability Guide Assignment Due**

**THANKSGIVING HOLIDAY**

<table>
<thead>
<tr>
<th>Date</th>
<th>Day</th>
<th>Assignment</th>
</tr>
</thead>
<tbody>
<tr>
<td>11/27</td>
<td>13</td>
<td>Low-Incidence; Mult. Disabilities</td>
</tr>
<tr>
<td>11/29</td>
<td></td>
<td>Read Ch 12</td>
</tr>
<tr>
<td>11/29</td>
<td></td>
<td>Deaf-Blindness &amp; Traumatic Brain Injury</td>
</tr>
<tr>
<td>11/29</td>
<td></td>
<td>Ch 12 Quiz</td>
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<tr>
<td>12/4</td>
<td>14</td>
<td>Guest Speaker</td>
</tr>
<tr>
<td>12/6</td>
<td></td>
<td>Final Exam Review</td>
</tr>
</tbody>
</table>

**12/11**  **FINAL EXAM – CH 1-12**

**VI. REQUIRED READINGS:**

**Textbook:**

Please note ➔ 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 EVALUATION:
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, 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

Important course related policies:

Course Grades (Including WH), Policy 5.5

Final Course Grade Appeals by Students, Policy 6.3

Academic Accommodation for Students with Disabilities, Policy 6.1

Appeal Procedure Relating to the Provision of accommodations for students with Disabilities, Policy 6.6

Class Attendance, Policy 6.7

Code of Student Conduct and Academic Integrity, Policy 10.4

***Other SFA Policy Information

A. 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.

C. 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/](http://www.sfasu.edu/disabilityservices/)

D. Student Academic Dishonesty: Policy 4.1

Abiding by university policy on academic integrity is a responsibility of all university faculty and students. Faculty members must promote the components of academic integrity in their instruction, and course syllabi are required to provide information about penalties for cheating and plagiarism, as well as the appeal process.

**Definition of Academic Dishonesty**

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

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

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

- submitting an assignment as one's own work when it is at least partly the work of another person;
- submitting a work that has been purchased or otherwise obtained from the Internet or another source;
- incorporating the words or ideas of an author into one's paper or presentation without giving the author credit.

**Penalties for Academic Dishonesty**

Penalties may include, but are not limited to, reprimand, no credit for the assignment or exam, re-submission of the work, make-up exam, failure of the course, or expulsion from the university.

**Student Appeals**

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

F. 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.

G. Student Mental Health

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

IX: Resources

On-campus Resources:
SFASU Counseling Services • www.sfasu.edu/counselingservices
Health and Wellness Hub (corner of E. College and Raguet) • 936-468-2401

SFASU Human Services Counseling Clinic • www.sfasu.edu/humanservices/139.asp
Human Services Room 202 • 936-468-1041

Crisis Resources:
X: Additional Information Specific to Educator Preparation:

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.

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

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

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

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

You are not eligible for a preliminary evaluation of your criminal history if you do not have a conviction or deferred adjudication for a felony or misdemeanor offense.
In addition, you must complete the fingerprinting process when you apply for certification. Participation in the evaluation does not preclude you from submitting to a national criminal history review at the time you apply for your educator certification. Your criminal history will be reviewed and you may be subject to an investigation based on that criminal history, including any information you failed to submit for evaluation.

2. Provide one of the following primary ID documents: passport, driver’s license, state or providence ID cards, a national ID card, or military ID card to take the TExES exams. 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 SFA.

For further information, contact the Office of Assessment and Accountability at 936-468-1282 or edprep@sfasu.edu.