Syllabus – SPED 3329.502 – Survey of Exceptionalities

Department of Education Studies
3 Credit Hours
SPED 3329.502

Summer II 2023

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Office: Early Childhood Research Center 209J
Office Phone: (936) 468-2034
Office Hours: Virtual by appointment

I am available to set up appointments in my office when I am on campus, by phone, or through Zoom. I will reply to your email within 24 hours during the week and by COB Monday if you email over the weekend.

Email: nicole.letchworth@sfasu.edu

Please Note: The syllabus may change at the discretion of the instructor. Notification of changes will be made through Brightspace.

1. Course Information

Prerequisites

None.

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. There are no prerequisites for this course. Course Justification: SPED 3329 (3 credits) for 5 weeks with a 2 hour final exam. The course contains extensive written content. 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 projects in which they interpret and analyze issues and characteristics of disabilities.

II. Intended Learning Outcomes/Goals/Objectives (Program/Student Learning Outcomes):

The goals of this course are closely aligned to those of the College of Education (COE), which is to prepare competent, successful, caring and enthusiastic professionals dedicated to responsible service, leadership, and continued professional and intellectual development. Web link where the COE Conceptual Framework can be accessed:

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 for the COE Assessment and Accountability Office. In additional student guides may be accessed at [www.texas.nesinc.com](http://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, intellectual disabilities, 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. Identifying 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, Standard II).
5. Understand the Individuals with Disabilities Education Act and other federal laws that affect persons with disabilities. (Domain IV, Foundations and Professional Roles and Responsibilities, Standard I, Standard II).
6. Identify appropriate assessment procedures, instructional arrangements, programming options, and curricular modifications for students with exceptionalities. (Domain I, Understanding Individuals with Disabilities and Evaluating Their Needs, Standard IV, Standard V).

**Program Learning Outcomes:**

This is a general education core curriculum course and no specific program learning outcomes are addressed.

**III. Course Assignments, Activities, Instructional Strategies, use of Technology:**

1. **Quizzes- There will be 13 quizzes @ 10 pts. each for a total 130 pts.**

   Quizzes will include 10 multiple choice and true/false questions covering information in the course readings. You are responsible for all material in the chapters. The quizzes will be administered through D2L throughout the semester. Each quiz will cover the content of a single chapter. The lowest quiz score will be dropped.

2. **DropBox Assignments**

   - IDEA Video 50 Points
   - IEP Process Brochure 50 Points
   - Writing IEP Goals 30 Points
   - FATCITY Powerpoint 50 Points
   - Disability Comparison Chart (Counts as Mid-term) 100 points
3. Exams

- Practice Exam 76 Points
- Final Exam 200 points

Total: 846 Points

IV. Evaluation and Assessments (Grading):

Grading Scale:

- A (100-90%)
- B (89-80%)
- C (79-70%)
- F (69% or below)

In order to receive an “A” in this course, ALL assignments must be completed. **Failure to complete any assignment will result in a zero for that particular assignment and an automatic reduction of the course grade earned by one letter grade for each missed assignment, regardless of the total number of points earned.**

Late work: All late work will receive a 10% per day penalty unless there has been communication prior to the due date along with documentation. To be approved for submitting work late, you must email faculty prior to the due date with evidence of an extenuating circumstance. For example- a doctor note. Emails after the due date will not be considered and the assignment will be graded - 10% per day and worth no points after 10 days. Note that technical issues when attempting to submit last minute are not considered extenuating circumstances. Discussion boards, quizzes, and exams will not be accepted late without a documented medical emergency.

Note: A 10% per day deduction for late work is at the sole discretion of faculty.

V. Tentative Course Outline/Calendar

<table>
<thead>
<tr>
<th>Date</th>
<th>Module</th>
<th>Actions Due</th>
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<tbody>
<tr>
<td>Week 1:</td>
<td>Module 1 &amp; 2: Intro to all things SPED &amp; the IEP</td>
<td><strong>Read:</strong> Chapter 1, Chapter 2, Chapter 3</td>
</tr>
<tr>
<td>July 3-July 7</td>
<td>Module 1 &amp; 2: Intro to all things SPED &amp; the IEP</td>
<td><strong>Quiz:</strong> Chapter 1, Chapter 2, Chapter 3</td>
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| Week 2: July 8-July 14 | **Gradable:**  
IDEA Video  
Discussion- course introductions  
IEP Brochure  
IEP Goals | **Read:**  
Chapter 4  
Chapter 5  
Chapter 6 | **Quiz:**  
Chapter 4  
Chapter 5  
Chapter 6  
**Gradable:**  
Discussion Board- Inclusion in Extra Curricular Activities  
Discussion Board- Causes of Behavior  
Fat City Powerpoint |
|---|---|---|---|
| Module 3, 4 and 5: Intellectual Disabilities, Learning Disabilities, & Emotional Disturbances | **Read:**  
Chapter 4  
Chapter 5  
Chapter 6 | **Quiz:**  
Chapter 4  
Chapter 5  
Chapter 6  
**Gradable:**  
Discussion Board- Inclusion in Extra Curricular Activities  
Discussion Board- Causes of Behavior  
Fat City Powerpoint |
| Week 3: July 15-July 21 | **Read:**  
Chapter 7  
Chapter 8  
Chapter 9 | **Quiz:**  
Chapter 7  
Chapter 8  
Chapter 9  
**Gradable:**  
Discussion Board: Temple Grandin  
Discussion Board: Hearing Simulation  
Disability Chart |
| Module 6, 7 and 8: Autism, Communication Disorders and Deaf/Hard of Hearing | **Read:**  
Chapter 7  
Chapter 8  
Chapter 9 | **Quiz:**  
Chapter 7  
Chapter 8  
Chapter 9  
**Gradable:**  
Discussion Board: Temple Grandin  
Discussion Board: Hearing Simulation  
Disability Chart |
| Week 4: July 22-July 27 | **Read:**  
Chapter 10  
Chapter 11  
Chapter 12 | **Quiz:**  
Chapter 10  
Chapter 11  
Chapter 12  
**Gradable:**  
Discussion Board: Temple Grandin  
Discussion Board: Hearing Simulation  
Disability Chart |
<table>
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<tr>
<th>Week 5:</th>
<th>Chapter 10</th>
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<tr>
<td>July 28-</td>
<td>Chapter 11</td>
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<tr>
<td>August 3</td>
<td>Chapter 12</td>
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<td><strong>Gradable:</strong></td>
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<td>Discussion Board: Visualizing Accommodations for Teaching Practice Exam</td>
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<tr>
<th>Read:</th>
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<tbody>
<tr>
<td>Chapter 13</td>
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<td>Chapter 14</td>
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<td>Chapter 15</td>
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<th>Quiz:</th>
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<tbody>
<tr>
<td>Chapter 13</td>
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<td>Chapter 14</td>
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<td>Chapter 15</td>
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<th>Gradable:</th>
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<tr>
<td>Discussion Board: Gifted Hands Discussion Board: IRIS Transition IRIS Transition Final Exam</td>
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### VI. Readings (Required and recommended—including texts, websites, articles, etc.)


### Technical Support

If at any point during the course you experience technical difficulties in Brightspace, you will need to contact the SFASU Brightspace Support Team by email (d2l@sfasu.edu) or phone (936.468.1919) for technical help.

### 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;
3. Making decisions on faculty tenure, promotion, pay, and retention.
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In the COE, 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:

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 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.

A student tracking system monitors courses in D2L. Evidence of daily participation, discussion postings, viewing and submitting assignments, and viewing and taking quizzes is available to the instructor of record and the instructional assistant. Learn more in D2L. **Professionalism points will be deducted if there are modules or portions of modules that you have not completed.**

There is one required face-to-face meeting on at SFASU in the ECRC on Monday and Tuesday, February 6 and 7, 2016 (for students in the Online Completer Program). You will receive parking permits and an agenda in the mail approximately two weeks prior to the visit. This is MANDATORY and an important part of your semester.

**Students with Disabilities (Policy 6.1 and 6.6)**

To obtain disability related accommodations, alternate formats and/or auxiliary aids, students with disabilities must contact the Office of Disability Services (ODS), Human Services Building, and Room 325, 468-3004/468-1004 (TDD) as early as possible in the semester. Once verified, ODS will notify the course instructor and outline the accommodation and/or auxiliary aids to be provided. Failure to request services in a timely manner may delay your accommodations. For additional information, go to [http://www.sfasu.edu/disabilitiyservices/](http://www.sfasu.edu/disabilitiyservices/).

**Academic Integrity (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 Semester Grades (Policy 6.5)

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.

Acceptable Student Behavior (Policy 10.4)

Disorderly conduct including but not limited to: (a) disruption or Interference of Students, faculty, administration, staff, the educational mission, or routine operations of the University. (b) Commercial solicitation on campus or with University resources without prior approval from University officials. (c) Failure to comply with a reasonable and lawful request or directive of University Officials. (d) Facilitation of Student misconduct including but not limited to assisting, conspiring, soliciting, or encouraging others to engage in conduct which violates the Student Code of Conduct. More information on Student Code of Conduct can be found at https://www.sfasu.edu/docs/board-regents/student-code-of-conduct-10.4.pdf

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.

Additional Information:

IX. Other Relevant Course Information:

Assignment Policy
Students must read all assignments and be prepared to participate in D2L discussions. All students are expected to complete assignments on the due date. In order to receive an "A" in the course, ALL assignments must be completed. Late work receives "0" points and indicates completion. Of course, extenuating circumstances are always considered.

**Drop Class**

Sometimes students find it necessary to drop a course. Should you need to drop a course, it is a common (and professional) courtesy to notify the instructor of record. Failure to notify the instructor leaves him or her wondering why you are not participating in class or replying to emails.