The SFA Way…"…striving for personal excellence in everything we do."
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 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: L. Kathleen Sheriff, Ed.D.
Course Time & Location: Brightspace (D2L), Online
Office Hours: By appointment or by ZOOM Virtual appointment on Tuesday/Wednesday mornings from 9-11:30am. Send me an email within d2l of this course to schedule an appointment. You may also use the CHAT tool to speak with me anytime that you notice I’m available online.
Office Phone: (936) 468-1194
Office Address: Please utilize D2L inside the course for email communication for anything related to the course.
Fax: (936) 468-5837 Attn: Kathleen Sheriff, Ed.D.
E-mail: Only use sherifflk@sfasu.edu if D2L email is not available.
Office Address: Stephen F. Austin State University, Department of Education Studies-Kathleen Sheriff, P.O. Box 13017, Nacogdoches, Texas 75962
Credits: 3 semester hours, graduate credit
Prerequisites: Undergraduate Status

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. There are no prerequisites for this course.

**Course Justification:** SPED 3329 (3 credits, fully online) for 16 weeks (15 of instruction/1 final exam week) and in Summer School for just under five weeks. The course contains extensive written content that includes the same information students in a face-to-face lecture course receive, requiring students to engage the online modules for at least three hours per week. Primary source readings are woven 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, the student should spend at least two hours completing associated readings, assigned activities and assessments.

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

**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.

**Standards Addressed:**

**CAEP … Council for the Accreditation of Educator Preparation Standard 1:** Content and Pedagogical Knowledge

**Candidate Knowledge, Skills, and Professional Dispositions**

1.1 Candidates demonstrate an understanding of the 10 InTASC standards at the appropriate progression level(s) in the following categories: the learner and learning; content; instructional practice; and professional responsibility.

**Provider Responsibilities**

1.2 Providers ensure that completers use research and evidence to develop an understanding of the teaching profession and use both to measure their P-12 students’ progress and their own professional practice.

1.3 Providers ensure that completers apply content and pedagogical knowledge as reflected in outcome assessments in response to standards of Specialized Professional Associations (SPA), the National Board for Professional Teaching Standards (NBPTS), states, or other accrediting agencies.
bodies (e.g., National Association of Schools of Music – NASM).

1.4 Providers ensure that completers demonstrate skills and commitment that afford all P-12 students access to rigorous college- and career-ready standards (e.g., Next Generation Science Standards, National Career Readiness Certificate, Common Core State Standards).

1.5 Providers ensure that completers model and apply technology standards as they design, implement and assess learning experiences to engage students and improve learning; and enrich professional practice.

**Standard 2: Clinical Partnerships and Practice**

**Partnerships for Clinical Preparation**

Partners co-construct mutually beneficial P-12 school and community arrangements, including technology-based collaborations, for clinical preparation and share responsibility for continuous improvement of candidate preparation. Partnerships for clinical preparation can follow a range of forms, participants, and functions. They establish mutually agreeable expectations for candidate entry, preparation, and exit; ensure that theory and practice are linked; maintain coherence across clinical and academic components of preparation; and share accountability for candidate outcomes.

**Clinical Educators**

- Partners co-select, prepare, evaluate, support, and retain high-quality clinical educators, both provider- and school-based, who demonstrate a positive impact on candidates’ development and P-12 student learning and development. In collaboration with their partners, providers use multiple indicators and appropriate technology-based applications to establish, maintain, and refine criteria for selection, professional development, performance evaluation, continuous improvement, and retention of clinical educators in all clinical placement settings.

**Clinical Experiences**

- The provider works with partners to design clinical experiences of sufficient depth, breadth, diversity, coherence, and duration to ensure that candidates demonstrate their developing effectiveness and positive impact on all students’ learning and development. Clinical experiences, including technology-enhanced learning opportunities, are structured to have multiple performance-based assessments at key points within the program to demonstrate candidates’ development of the knowledge, skills, and professional dispositions, as delineated in Standard 1, that are associated with a positive impact on the learning and development of all P-12 students.

**Standard 3: Candidate Quality, Recruitment, and Selectivity**

**Plan for Recruitment of Diverse Candidates who Meet Employment Needs**

- The provider presents plans and goals to recruit and support completion of high-quality candidates from a broad range of backgrounds and diverse populations to accomplish their mission. The admitted pool of candidates reflects the diversity of America’s P-12 students. The provider demonstrates efforts to know and address community, state, national, regional, or local needs for hard-to-staff schools and shortage fields, currently, STEM, English-language learning, and students with disabilities.

**Admission Standards Indicate That Candidates Have High Academic Achievement And Ability**

- The provider sets admissions requirements, including CAEP minimum criteria or the state’s minimum criteria, whichever are higher, and
gathers data to monitor applicants and the selected pool of candidates. The provider ensures that the average grade point average of its accepted cohort of candidates meets or exceeds the CAEP minimum of 3.0, and the group average performance on nationally normed ability/achievement assessments such as ACT, SAT, or GRE:

- is in the top 50 percent from 2016-2017;
- is in the top 40 percent of the distribution from 2018-2019; and
- is in the top 33 percent of the distribution by 2020.

If any state can meet the CAEP standards, as specified above, by demonstrating a correspondence in scores between the state-normed assessments and nationally normed ability/achievement assessments, then educator preparation providers from that state will be able to utilize their state assessments until 2020. CAEP will work with states through this transition.
Over time, a program may develop a reliable, valid model that uses admissions criteria other than those stated in this standard. In this case, the admitted cohort group mean on these criteria must meet or exceed the standard that has been shown to positively correlate with measures of P-12 student learning and development.

The provider demonstrates that the standard for high academic achievement and ability is met through multiple evaluations and sources of evidence. The provider reports the mean and standard deviation for the group.

[Board amendment adopted February 13, 2015] CAEP will work with states and providers through this transition regarding nationally or state normed assessments. Alternative arrangements for meeting this standard (beyond the alternative stated above for “a reliable, valid model that uses admissions criteria other than those stated in this standard”) will be approved only under special circumstances. The CAEP staff will report to the Board and the public annually on actions taken under this provision. In all cases, EPPs must demonstrate the quality of the admitted candidates.

Additional Selectivity Factors
- Educator preparation providers establish and monitor attributes and dispositions beyond academic ability that candidates must demonstrate at admissions and during the program. The provider selects criteria, describes the measures used and evidence of the reliability and validity of those measures, and reports data that show how the academic and non-academic factors predict candidate performance in the program and effective teaching.

Selectivity During Preparation
- The provider creates criteria for program progression and monitors candidates’ advancement from admissions through completion. All candidates demonstrate the ability to teach to college- and career-ready standards. Providers present multiple forms of evidence to indicate candidates’ developing content knowledge, pedagogical content knowledge, pedagogical skills, and the integration of technology in all of these domains.

Selection At Completion
- Before the provider recommends any completing candidate for licensure or certification, it documents that the candidate has reached a high standard for content knowledge in the fields where certification is sought and can teach effectively with positive impacts on P-12 student learning and development.

- Before the provider recommends any completing candidate for licensure or certification, it documents that the candidate understands the expectations of the profession, including codes of ethics, professional standards of practice, and relevant laws and policies. CAEP monitors the development of measures that assess candidates’ success and revises standards in light of new results.

Standard 4: Program Impact
Impact on P-12 Student Learning and Development
- Using multiple measures, the provider documents that all program completers contribute to an expected level of student-learning growth. Multiple measures shall include all available growth measures (including value-added measures, student-growth percentiles, and student learning and development objectives) required by the state for its teachers and available
to educator preparation providers, other state-supported P-12 impact measures, and any other measures employed by the provider.

**Indicators of Teaching Effectiveness**

- The provider demonstrates, through structured and validated observation instruments and student surveys, that completers effectively apply the professional knowledge, skills, and dispositions that the preparation experiences were designed to achieve.

**Satisfaction of Employers**

4.3. The provider demonstrates, using measures that result in valid and reliable data and including employment milestones such as promotion and retention, that employers are satisfied with the completers’ preparation for their assigned responsibilities in working with P-12 students.

**Satisfaction of Completers**

4.4 The provider demonstrates, using measures that result in valid and reliable data, that program completers perceive their preparation as relevant to the responsibilities they confront on the job, and that the preparation was effective.

**Standard 5: Provider Quality Assurance and Continuous Improvement**

**Quality and Strategic Evaluation**

- The provider’s quality assurance system is comprised of multiple measures that can monitor candidate progress, completer achievements, and provider operational effectiveness. Evidence demonstrates that the provider satisfies all CAEP standards.
- The provider’s quality assurance system relies on relevant, verifiable, representative, cumulative and actionable measures, and produces empirical evidence that interpretations of data are valid and consistent.

**Continuous Improvement**

- The provider regularly and systematically assesses performance against its goals and relevant standards, tracks results over time, tests innovations and the effects of selection criteria on subsequent progress and completion, and uses results to improve program elements and processes.
- Measures of completer impact, including available outcome data on P-12 student growth, are summarized, externally benchmarked, analyzed, shared widely, and acted upon in decision-making related to programs, resource allocation, and future direction.
- The provider assures that appropriate stakeholders, including alumni, employers, practitioners, school and community partners, and others defined by the provider, are involved in program evaluation, improvement, and identification of models of excellence.

**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**
- a. Promote, support, and model creative and innovative thinking and inventiveness
- b. Engage students in … digital tools and resources
- c. Promote student reflection using collaborative tools …
- d. Model collaborative knowledge construction by engaging … students

**Standard 2: Design and develop digital age learning experiences and assessments**
- a. Design or adapt relevant learning experiences that incorporate digital tools and resources …
- b. Develop technology-enriched learning environments …
- c. Customize and personalize learning activities to address students’ diverse learning styles …
- d. Provide students with multiple and varied formative and summative assessments

**Standard 3: Model digital age work and learning**
- a. Demonstrate fluency in technology systems … transfer knowledge to new technologies
- b. Collaborate … using digital tools …
- c. Communicate … using a variety of digital age media and formats
- d. Model and facilitate effective use of current and emerging digital tools

**Standard 4: Promote and model digital citizenship and responsibility**
- a. Advocate … use of digital information and technology …
- b. Address diverse need of all learners … using digital tools and resources
- c. Promote and model digital etiquette and responsible social interactions …
- d. Develop and model cultural understanding and global awareness … using digital age communication and collaboration tools

**Standard 5: Engage in professional growth and leadership**
- a. Participate in local and global learning … explore creative applications of technology …
- b. Exhibit leadership by demonstrating a vision of technology infusion …
- c. Evaluate and reflect on current research and professional practice …
- d. Contribute to … teaching profession … school and community

**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](https://www.texes.org/standards) 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.

**Program Learning Outcomes:**

**CEC … Council for Exceptional Children**

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

**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

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/appropriately with individuals with exceptionalities in crisis.

Standard 3: Curricular Content Knowledge

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

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 & Strategies

Key Elements

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.

5.1 Beginning special education professionals use technologies to support instructional assessment, planning, and delivery for individuals with exceptionalities.

5.2 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.

5.3 Beginning special education professionals use strategies to enhance language development and communication skills of individuals with exceptionalities.

5.4 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.

5.5 Beginning special education professionals teach to mastery and promote generalization of learning.

5.6 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 & Ethical Practice

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 paraeducators, tutors, and volunteers.

Standard 7: Collaboration

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

1. Recognize and appreciate human diversity and examine your own beliefs and attitudes related to individuals with disabilities (Domain I, Understanding Individuals with Disabilities and Evaluating Their Needs, Standard IV, Standard V)
2. Identify the types, characteristics, and etiology of learning disabilities, mental retardation, emotional disturbance, communication disorders, hearing impairments, visual impairments, physical disabilities, health impairments, and giftedness. (Domain I, Understanding Individuals with Disabilities and Evaluating Their Needs, Standard IV, Standard V)

3. Identify the effects of the above impairments on normal cognitive, social, motor, language, and affective development. (Domain II, Promoting Student Learning and Development, Standard VII)

4. Identify major individuals and concepts in the development of special education (Domain IV, Foundations and Professional Roles and Responsibilities, Standard I)

5. Understand the Individuals with Disabilities Education Act and other federal laws that affect persons with disabilities (Domain IV Foundations and Professional Roles and Responsibilities, Standard I, Standard II,

6. Identify appropriate assessment procedures, instructional arrangements, programming options and curricular modifications for students with exceptionalities. (Domain I, Understanding Individuals with Disabilities and Evaluating Their Needs, Standard V)

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

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 and module pages. The quizzes will be administered on-line. Each quiz will be due on the Sunday of the week assigned. You will see a recommended 14 minutes to take each quiz, but in this course, there will be no time limit. You may take each quiz two times. Your score will be the highest score. The questions will be similar, but different on each attempt. Be forewarned, you will want to take the quizzes in a place with strong internet access. Dial-up, satellite, or wireless can sometimes freeze and cause you to lose time during testing. Missed quizzes cannot be made up without documentation of a medical emergency and will result in a grade of zero unless medical documentation proof is presented to the professor.

Dropbox 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.

Late Assignments: Late assignments will not be accepted without medical emergency proof documentation showing dates of illness that correspond with an assignment due date.

Optional Disability Guide Assignments: Each student may complete a series of disability guides in which they answer a series of questions about the most common characteristics of each disorder. These will not be graded, but will help you study as you read. For Special Education majors, these guides will prove useful to you as you study for your TExES 161 certification content exam and are highly recommended.

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 at least two 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 unless medical documentation proof is presented to the professor.

Final Exam: You will take a final exam during final exams week. 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 90 recommended minutes to complete the exam. You may take the exam only one time. The exam will open on Monday of Final Exam week and close at 5PM on Friday of Final Exam week. No late Final Exams will be accepted.

If you experience technical difficulties during a quiz or assignment in Desire 2 Learn:

If you experience a technical problem during a quiz attempt, you must notify the professor of the problem prior to the last class day. If the problem can be verified using the quiz log (that shows quiz entry time as well as the time that each question answer is saved), then the attempt can be reset. If you are having difficulty logging into D2L and cannot take the quiz online, then you must schedule a time to take the quiz in person prior to the last class day. If you have difficulty completing or uploading an assignment, you must email your assignment to your course instructor before the deadline.

Extra Credit: A fluency-based vocabulary quiz will be available to earn extra credit. This quiz will require you to answer multiple-choice questions concerning terms and definitions. There will be 30 questions on this quiz. You may earn 5 points of extra credit if you answer at least 27 of the questions correctly. Scores below 27 correct will not earn extra credit. This quiz can be taken twice and your score of 27 or more earns the 5 bonus points. Your extra credit will be determined using your highest quiz score.

IV. EVALUATION & ASSESSMENTS (Grading):

<table>
<thead>
<tr>
<th>Component</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>13 Quizzes X 10 pts each</td>
<td>130pts</td>
</tr>
<tr>
<td>10 Discussions X 2pts each</td>
<td>20 pts</td>
</tr>
<tr>
<td>1 Disability Project Paper</td>
<td>25 pts</td>
</tr>
<tr>
<td>1 Exam X 25pts</td>
<td>25pts</td>
</tr>
<tr>
<td><strong>Total Possible</strong></td>
<td><strong>200 points</strong></td>
</tr>
</tbody>
</table>

Grades determined using the following scale:

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 less than) of all possible points
V. **TENTATIVE COURSE OUTLINE/CALENDAR:** Follow the Timeline Closely. Feel free to work ahead in the course as it is open all the way for you to be able to meet your successful conclusion on time.

<table>
<thead>
<tr>
<th>Week</th>
<th>Readings</th>
<th>Topics</th>
<th>Quizzes</th>
<th>Discussions</th>
<th>Assignments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 1:</td>
<td>D2L Module</td>
<td>Getting Started Get Your Text</td>
<td></td>
<td>Introduct Yourself</td>
<td></td>
</tr>
<tr>
<td>Short Week:</td>
<td>1/18-1/21/24</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td><strong>Getting Started:</strong> Syllabus Quiz Due Week 1! You MUST Pass the syllabus quiz with 100% for the rest of the course to open up for you.</td>
<td></td>
</tr>
<tr>
<td>Week 2:</td>
<td>Chapter 1</td>
<td>Purpose of Special Ed.</td>
<td>Quiz 1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1/22-1/28/24</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Week 3:</td>
<td>Chapter 2</td>
<td>Providing Special Ed.</td>
<td>Quiz 2</td>
<td>Person-First Language</td>
<td></td>
</tr>
<tr>
<td>1/29-2/4/24</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Week 4:</td>
<td>Chapter 3</td>
<td>Collaboration and Diversity</td>
<td>Quiz 3</td>
<td>Conflict Resolution</td>
<td></td>
</tr>
<tr>
<td>2/5-2/11/24</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Week 5:</td>
<td>Chapter 4</td>
<td>Intellectual Disabilities</td>
<td>Quiz 4</td>
<td>Inclusion</td>
<td>ID Guide Optional for your benefit</td>
</tr>
<tr>
<td>2/12-2/18/24</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Week 6:</td>
<td>Chapter 5</td>
<td>Learning Disabilities</td>
<td>Quiz 5</td>
<td>Misunderstood Minds</td>
<td>LD Guide Optional for your benefit</td>
</tr>
<tr>
<td>2/19-2/25/24</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Week 7:</td>
<td>Chapter 6</td>
<td>Emotional or Behavioral</td>
<td>Quiz 6</td>
<td>Behavior Causes</td>
<td>ED Guide Optional for your benefit</td>
</tr>
<tr>
<td>2/26-3/3/24</td>
<td></td>
<td>Disorders</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Week 8:</td>
<td>Chapter 7</td>
<td>Autism</td>
<td>Quiz 7</td>
<td>Temple Grandin</td>
<td>AU Guide Optional for your benefit</td>
</tr>
<tr>
<td>3/4-3/10/24</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Week 9:  
3/11-3/17/24  
SFASU Spring Break  
Week

Week 10:  
3/18-3/24/24  
Chapter 8  
Communication Disorders  
Quiz 8  
CD Guide  
Optional for your benefit

Weeks 11:  
3/25-3/27/24  
Short Week: 3 days (SFASU Easter Holiday Weekend) & Week 12:  
3/31-4/7/24  
Chapter 9  
Deafness and Hearing Loss  
Also: Extra Credit Vocab Quiz (Due 4/14)  
Quiz 9 (Due 4/14)  
Hearing Simulation  
Deafness Guide  
Optional for your benefit

Week 13:  
4/8-4/14/24  
Chapter 10  
Blindness and Low Vision  
Quiz 10  
Visualizing  
Blindness Guide  
Optional for your benefit

Week 14:  
4/15-4/21/24  
Chapter 11  
Disability Perspectives & Extra Credit Vocab Quiz  
Physical and Health Impairments  
Quiz 11  
Physical Impairments  
Dropbox Assignment: Disability Perspectives OI Guide  
Optional for your benefit

Week 15:  
4/22-4/28/24  
Chapter 12  
Chapter 13  
Low-Incidence Gifted and Talented  
Quiz 12  
Quiz 13  
TBI Guide  
Optional for your benefit

Week 16:  
4/29-5/5/24  
Dead Week  
Submit Course Evaluation Survey

Week 17:  
5/6-5/10/24  
Take Final Exam: Due by Tuesday 5/7/24 at 11:59pm  
Final Will Open on Monday and Close Tuesday at 11:59pm

Please refer to the Course Timeline in D2L for exact due dates. This Schedule is subject to change. Students will be notified of any changes via a News Announcement and/or D2L email within the course.

VI. REQUIRED READINGS:

Textbook:  
special education. 12th Ed. Boston: Pearson

VII. COURSE EVALUATION:

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 Policy

**institutional Absences (HOP 04-110)**

- An Institutional Absence may be granted to a student who participates as a representative of the University in academic (including research), extra- or cocurricular, or athletic activities. Students will be excused for institutional purposes from otherwise required academic activity only when a valid Institutional Absence is approved by the appropriate administrative unit or official and the documentation of approval is provided to the faculty member at least five (5) days in advance.

Institutional absences will not be approved for keystone events, defined as: a special or unique assignment, test, project, experience, or other academic exercise identified by the Faculty member as critical for successful completion of standards of the class and unable to be missed. These events must be identified on the syllabus at the beginning of the semester and communicated to the students. Events added to the syllabus at a later date will not qualify for Keystone Event status. Keystone Events where the date/time is changed will no longer be considered a Keystone Event. Students should make themselves aware of any Keystone Events identified in the syllabus to ensure there are no conflicts.

For keystone events where the assignment dates vary, it is incumbent upon the students to work with their faculty member to not select a conflicting date.

More information on Institutional Absences, including how to apply, can be found at [https://www.sfasu.edu/deanofstudents/student-resources/institutional-absences](https://www.sfasu.edu/deanofstudents/student-resources/institutional-absences).

**Code of Student Conduct and Academic Integrity**

- The Code of Student Conduct and Academic Integrity (HOP 04-106) outlines the prohibited conduct by any student enrolled in a course at SFA. It is the responsibility of all members of all faculty, staff, and students to adhere to and uphold this policy.

Articles IV, VI, and VII of the new Code of Student Conduct and Academic Integrity outline the violations and procedures concerning academic conduct, including cheating, plagiarism, collusion, and misrepresentation. Cheating includes, but is not
limited to: (1) Copying from the test paper (or other assignment) of another student, (2) Possession and/or use during a test of materials that are not authorized by the person giving the test, (3) Using, obtaining, or attempting to obtain by any means the whole or any part of a non-administered test, test key, homework solution, or computer program, or using a test that has been administered in prior classes or semesters without permission of the Faculty member, (4) Substituting for another person, or permitting another person to substitute for one’s self, to take a test, (5) Falsifying research data, laboratory reports, and/or other records or academic work offered for credit, (6) Using any sort of unauthorized resources or technology in completion of educational activities.

Plagiarism is the appropriation of material that is attributable in whole or in part to another source or the use of one’s own previous work in another context without citing that it was used previously, without any indication of the original source, including words, ideas, illustrations, structure, computer code, and other expression or media, and presenting that material as one’s own academic work being offered for credit or in conjunction with a program course or degree requirements.

Collusion is the unauthorized collaboration with another person in preparing academic assignments offered for credit or collaboration with another person to commit a violation of any provision of the rules on academic dishonesty, including disclosing and/or distributing the contents of an exam.

Misrepresentation is providing false grades or résumés; providing false or misleading information in an effort to receive a postponement or an extension on a test, quiz, or other assignment for the purpose of obtaining an academic or financial benefit for oneself or another individual or to injure another student academically or financially. For additional information, go to https://www.sfasu.edu/docs/hops/04-106.pdf.

**Withheld Grades Semester Grades Policy (HOP policy 02-206)**

Ordinarily, at the discretion of the instructor of record and with the approval of the academic chair/director, a grade of WH will be assigned only if the student cannot complete the coursework 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. If students register for the same course in future terms the WH will automatically become an F and will be counted as a repeated course to compute the grade point average. For additional information, go to https://www.sfasu.edu/docs/hops/02-206.pdf.

- **Students with Disabilities**
  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 promptly may delay your accommodations. For additional information, go to http://www.sfasu.edu/disabilityservices/.

- **Student Wellness and Well-Being**
  SFA values students’ overall well-being, mental health and the role it plays in academic and overall student success. Students may experience stressors that can impact both their academic experience and their personal well-being. These may include academic pressure and challenges associated with relationships, emotional well-being, alcohol and other drugs, identities, finances, etc.

  If you are experiencing concerns, seeking help, 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.
Other important course-related policies:

**Other SFA policy information is found in the Handbook of Operating Procedures (HOP)**

IX: Resources

- **On-campus Resources:**
  - The Dean of Students Office (Rusk Building, 3rd floor lobby)
    - [www.sfasu.edu/deanofstudents](http://www.sfasu.edu/deanofstudents)
    - 936.468.7249
dos@sfasu.edu
  - SFASU Counseling Services • [www.sfasu.edu/counselingservices](http://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](http://www.sfasu.edu/humanservices/139.asp)
    - Human Services Room 202 • 936-468-1041
  - The Health and Wellness Hub “The Hub”
    - Location: corner of E. College and Raguet St.
    - To support the health and well-being of every Lumberjack, the Health and Wellness Hub offers comprehensive services that treat the whole person – mind, body and spirit. Services include:
      - Health Services
      - Counseling Services
      - Student Outreach and Support
      - Food Pantry
      - Wellness Coaching
      - Alcohol and Other Drug Education
    - [www.sfasu.edu/thehub](http://www.sfasu.edu/thehub)
    - 936.468.4008
    - thehub@sfasu.edu
  - Crisis Resources:
    - Burke 24-hour crisis line 1(800) 392-8343
    - National Suicide Crisis Prevention: 9-8-8
    - Suicide Prevention Lifeline 1(800) 273-TALK (8255)
    - Crisis Text Line: Text HELLO to 741-741

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.
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.

- 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.

- 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.

XI. 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 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 an exam.

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 inside the course in D2L as a News 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.

Kathleen Sheriff, 2024 | Department of Education Studies | Stephen F. Austin State University