Survey of Exceptionalities
SPED 3329.502

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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.

Department: Perkins College of Education

Class meeting time and place:

Fully online

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 15 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.

Prerequisites

None.

Course Contact Hours and Study Hours

For each credit hour of the class, a minimum of two hours of preparation each week is expected on the part of the student. 6 hours total. Many students should spend more than this amount of time in study.

General Education Core Curriculum

The Texas Higher Education Coordinating Board has identified six core learning objectives: Critical Thinking Skills, Communication Skills, Empirical and Quantitative Skills, Teamwork, Personal Responsibility, and Social Responsibility. SFA is committed to the improvement of its general education core curriculum by regular assessment of student performance on these six objectives.

Intended Learning Outcomes/Goals/Objectives

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: http://coe.sfasu.edu/documents/ConceptualFramework.pdf/view?searchterm=

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.
Student Learning Outcomes:

TExES standard and competency numbers are included in this section. This information may be accessed in its entirety by copying and pasting the following URL into a web browser: tea.texas.gov/WorkArea/DownloadAsset.aspx?id=25769820381

1. The special education teacher understands and applies knowledge of the philosophical, historical, and legal foundations of special education. TExES Standard 1.1k, 1.2k, 1.3k, 1.4k, 1.5k, 1.7k, 1.9k, 1.1s, 1.2s, 1.3s

2. The special education teacher applies knowledge of professional roles and responsibilities and adheres to legal and ethical requirements of the profession. TExES Standard 2.1k, 2.2k, 2.4k, 2.5k, 2.1s, 2.2s, 2.4s, 2.5s, 2.6s, 2.9s, 2.10s, 2.11s

3. The special education teacher knows how to communicate and collaborate effectively in a variety of professional settings. TExES Standard 3.1k, 3.3k, 3.4k, 3.5k, 3.1s, 3.2s, 3.3s, 3.4s, 3.5s, 3.8s, 3.9s

4. The special education teacher understands and applies knowledge of the characteristics and needs of individuals with disabilities. TExES Standard 4.1k, 4.2k, 4.3k, 4.4k, 4.5k, 4.6k, 4.7k, 4.8k, 4.9k, 4.10k, 4.12k, 4.15k, 4.2s, 4.3s, 4.4s

5. The special education teacher understands formal and informal assessment procedures and knows how to evaluate student competencies to make instructional decisions. TExES Standard 5.1k, 5.7k, 5.8s

6. The special education teacher understands and applies knowledge of procedures for planning instruction and managing teaching and learning environments. TExES Standard 6.4k, 6.6k, 6.7k, 6.8k, 6.1s, 6.8s, 6.10s, 6.11s, 6.16s

7. The special education teacher understands and applies knowledge of issues and procedures for teaching appropriate student behavior and social skills. TExES Standard 7.7k

8. N/A

9. The special education teacher understands and applies knowledge of transition issues and procedures across the life span. TExES Standard 9.4k, 9.5k, 9.6k, 9.7k, 9.1s, 9.2s, 9.3s, 9.4s

10. The special education teacher promotes students’ academic performance in all content areas by facilitating their achievement in a variety of settings and situations. TExES Standard 10.10s

11. N/A

12. N/A

Program Learning Outcomes

Standard 1: Learner Development and Individual Learning Differences
1.0 Beginning special education professionals understand how exceptionalities may interact with development and learning and use this knowledge to provide meaningful and challenging learning experiences for individuals with exceptionalities.

Standard 2: Learning Environments
2.0 Beginning special education professionals create safe, inclusive, culturally responsive learning environments so that individuals with exceptionalities become active and effective learners and develop emotional well-being, positive social interactions, and self-determination.

Standard 3: Curricular Content Knowledge
3.0 Beginning special education professionals use knowledge of general and specialized curricula to individualize learning for individuals with exceptionalities.

Standard 4: Assessment
4.0 Beginning special education professionals use multiple methods of assessment and data-sources in making educational decisions.

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

Standard 6 Professional Learning and Ethical Practice
6.0 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.

Standard 7 Collaboration
7.0 Beginning special education professionals collaborate with families, other educators, related service providers, individuals with exceptionalities, and personnel from community agencies in culturally responsive ways to address the needs of individuals with exceptionalities across a range of learning experiences.

Text and Materials


Course Requirements
1. **Quizzes**

There will be 14 quizzes @ 10 pts. each for a total 140 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. Note: the syllabus quiz will be 5 questions and earning a 100% is required in order to access course content and assignments.

2. **DropBox Assignments**

- IDEA Paper 50 Points
- IEP Process Brochure 50 Points
- Writing IEP Goals 30 Points
- FATCITY Powerpoint 50 points
- Disability Perspective Assignment 20 points
- Discussion Boards (10 points each) 90 points
- AT and Accommodations for teaching 50 points
- IRIS Transition 12 Points
- IRIS Behavior Mgmt Parts 1 & 2 30 points
- Behavior Mgmt Plan 20 Points

3. **Exams**

- Disability Comparison Chart (Counts as Mid-term) 100 points
- Practice Exam 38 Points
- Final Exam 100 points

4. **Extra Credit**

- 2nd Disability perspective Assignment 20 points
- Dangerous Son Video Summary 20 Points

**Extra credit will NOT be used to take students from failing to passing this is meant to raise passing grades (example take you from an B to an A)**

**Total: 780 Points**

**Note:** The use of any artificial intelligence such as but not limited to Chat GBT is NOT allowed and will be checked via Turnitin. Any use of AI will be considered an act of plagiarism and will be submitted to the university.

**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.

**Tentative Course Calendar**

Note: this is subject to change. All assignments and quizzes are due the Sunday for the week they are assigned by 11:59 CST unless otherwise noted.

<table>
<thead>
<tr>
<th>Date</th>
<th>Module</th>
<th>Actions Due</th>
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</table>
| Jan 18-Jan 21 | Getting Started & Module 1: Intro to all things SPED | **Read:**
|             |                         | Chapter 1                                                                   |
|             |                         | **Quiz:** Syllabus Quiz (course content will not open until a 100% is earned on this quiz)  |
|             |                         | Chapter 1                                                                   |
|             |                         | **Gradable:**
|             |                         | Discussion- course introductions                                              |
| Jan 22-Jan 28 | Module 1: Intro to all things SPED | **Read:**
<p>|             |                         | Chapter 2                                                                   |
|             |                         | <strong>Quiz:</strong> Chapters 2                                                        |</p>
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<tr>
<th>Date</th>
<th>Module</th>
<th>Read</th>
<th>Quiz</th>
<th>Gradable</th>
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<tbody>
<tr>
<td>Jan 29-Feb 4</td>
<td>Module 2: The IEP</td>
<td>Chapter 3</td>
<td>Chapter 3</td>
<td>Gradable: IDEA Paper</td>
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<td>Feb 5-Feb 11</td>
<td>Module 3: Intellectual Disabilities</td>
<td>Chapter 4</td>
<td>Chapter 4</td>
<td>Gradable: Discussion Board; Inclusion in Extra Curricular Activities</td>
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<td>Feb 12-Feb 18</td>
<td>Module 4: Learning Disabilities</td>
<td>Chapter 5</td>
<td>Chapter 5</td>
<td>Gradable: FAT City Powerpoint</td>
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<td>Feb 19-Feb 25</td>
<td>Module 5: Emotional Disturbances</td>
<td>Chapter 6</td>
<td>Chapter 6</td>
<td>Gradable: Discussion Board- Causes of Behavior Extra Credit: Dangerous Son Video Summary</td>
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<td>Feb 26-Mar 3</td>
<td>Module 6: Autism Spectrum Disorders</td>
<td>Chapter 7</td>
<td>Chapter 7</td>
<td>Gradable: Discussion Board; Temple Grandin</td>
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<td>Mar 4-Mar 8</td>
<td>Module 7: Communication Disorders</td>
<td>Chapter 8</td>
<td>Chapter 8</td>
<td>Gradable: No work due this week - submit any outstanding/late work</td>
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<td>Mar 9-Mar 17</td>
<td>SPRING BREAK</td>
<td>NO CLASSES</td>
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<td>Date Range</td>
<td>Module</td>
<td>Read:</td>
<td>Quiz:</td>
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<tr>
<td>Mar 18-Mar 24</td>
<td>Module 8: Deaf and Hard of Hearing</td>
<td>Chapter 9</td>
<td>Chapter 9</td>
<td>Disability Chart (Counts as Midterm Exam) &quot;Discussion Board: Hearing Simulation&quot;</td>
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<td>Mar 25-Mar 27</td>
<td>Module 9: Blindness &amp; Low Vision</td>
<td>Chapter 10</td>
<td>Chapter 10</td>
<td>Disability Perspective paper &quot;Discussion Board: Visualizing&quot;</td>
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<td>Mar 28-Mar 31</td>
<td>EASTER BREAK</td>
<td>NO CLASSES</td>
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<td>Note: this week opens 3/18 and closes 3/31 to allow you time to plan around break accordingly. Ideally, submit by 3/27.</td>
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<td>Apr 1- Apr 7</td>
<td>Module 10: ADHD, OHI, &amp; Physical Disabilities</td>
<td>Chapter 11</td>
<td>Chapter 11</td>
<td>IRIS Modules (part 1 and 2) &quot;Discussion: Share Behavior Plans &amp; Comment&quot;</td>
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<td>Apr 8- Apr 14</td>
<td>Module 11: Low Incidence Disabilities, Multiple Disabilities &amp; TBI</td>
<td>Chapter 12</td>
<td>Chapter 12</td>
<td>AT &amp; Accommodations for Teaching</td>
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<td>April 15-21</td>
<td>Module 12: Gifted</td>
<td>Chapter 13</td>
<td>Chapter 13</td>
<td>Discussion Board: Gifted Hands</td>
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<td>April 22-28</td>
<td>Module 13: Early Identification &amp; Transition</td>
<td>Chapter 14</td>
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<td>&quot;Discussion Board: IRIS Transition IRIS Transition Module&quot;</td>
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<td>Apr 29-May 5</td>
<td>Module 13: Early Identification &amp; Transition</td>
<td>Chapter 15</td>
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<td>May 6-May 10</td>
<td>Final Exam</td>
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**Gradable:**
Practice Exam  
Extra Credit - Disability perspective paper 2  

**Gradable:**  
Final Exam  

*Note: This is due Friday, 5/10 @ noon CST. NO late exams will be accepted.*
Grading Policy

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

Late work: There will be NO late work accepted in this class without prior approval to submit work late. To be approved for submitting work late, you must email faculty prior to the due date with evidence of an extenuating circumstance. If you have an emergency that prevents you from emailing ahead of time, an email with documentation must be provided within 24 hours of the assignment due date or the assignment will not be graded for full credit. Late work approvals in cases of documented emergencies are at the sole discretion of the faculty.

Emails after the due date will not be considered and the assignment will be graded with a 10% per day penalty and worth zero points after 5 days. Note that technical issues when attempting to submit last minute are not considered extenuating circumstances and will be graded with a 10% per day penalty.

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

Attendance Policy

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.

Academic Integrity

The Code of Student Conduct and Academic Integrity 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. ALL assignments using Artificial intelligence (other than Grammarly) will be considered as a plagiarized artifact.

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.

Withheld Grades Semester Grades Policy (5.5)

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/policies/course-grades-5.5.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

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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.

**On-campus Resources:**

**The Dean of Students Office** (Rusk Building, 3rd floor lobby)
www.sfasu.edu/deanofstudents
936.468.7249
dos@sfasu.edu

**SFA Human Services Counseling Clinic** Human Services, Room 202
www.sfasu.edu/humanservices/139.asp
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
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)
- johCrisis Text Line: Text HELLO to 741-741

**Course Evaluations**

Near the conclusion of each semester, students in the Perkins College of Education electronically evaluate courses (the teaching itself and the content/assignments) 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 (full-time and part-time) annual evaluation processes, 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 summarized data will not be available to the instructor until after final grades are posted.