Instructor: Frank Mullins, Ph.D.
Time/Location: 2:00-3:15pm, T/R, room 317, HSTC

E-Mail: murdockjt@sfasu.edu. No email correspondence will be accepted through Desire 2 Learn (D2L)

Office Phone: (936) 468-1215
Office: HSTC 313A
Office Hours: 9:10-10:30 T/R; 9-12 M/W; virtual … ANY TIME

Emails will be answered within 24 hours except on weekends and holidays. I am not good at phone calls except through my cell. I’m great with questions during class.

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.

II. INTENDED LEARNING OUTCOMES/GOALS/OBJECTIVES (Programs/Student Learning Outcomes): The goals of the College of Education (COE) are closely aligned to and supported within SPE 329, Survey of Exceptionalities. The overall goal of this course is to prepare competent, knowledgeable, successful, caring and enthusiastic professionals dedicated to responsible service, leadership and continued professional and intellectual development.

This course is 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, 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. 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).

Program Learning Outcomes:

1. “This is a general education core curriculum course and not specific program learning outcomes for this major are addressed in this course”.

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

- Exams will include multiple choice, true/false questions, fill in the blanks or short answer.
- These will be derived from the require readings. Please be aware that you are responsible for all of the material in the chapters of your text along with all PowerPoints presented in class. Missed quizzes cannot be made up. By failing to be in class for any quiz, you forfeit the opportunity to receive credit for that quiz. Any medical emergency must be documented in order to make up a quiz.

Projects:

- Each student will complete two projects during the semester. ALL assignments must be turned in to pass the course. Those assignments that are turned in late will receive an automatic deduction of 10% of the total points available for each day late. After 4 days, the assignment will result in a grade of zero (0) points but will still be expected to be completed and submitted.
- **Power Point Presentation:** *(This assignment is not an option. It is a requirement)*: During the second week of class, students will sign up for presentations (in groups as determined by the number of students in the class).

Each presentation must include the following components: introduction, definition of disability/condition, identification and assessment (how it is diagnosed?), etiology/causes, prevalence, characteristics, prevention, treatment/therapies, instruction in segregated settings (specific instructional strategies in special education classroom), inclusion (specific instructional strategies in instruction of children with disabilities in inclusive/regular classrooms), a conclusion, and a reference page. You must use at least 3 books and 3 journal articles as references. In addition, you may use ONE internet source from an organization that deals with the disorder (not Google). Using the online DSM-IV would be an acceptable second online source. More importantly, do not plagiarize (use your own words) otherwise it will not be graded. Bring a hard copy to the instructor before the presentation. A copy of your presentation is a requirement for the teacher portfolio if you are seeking certification. You will be provided a rubric to be used for the presentation and for grading. Please follow it completely.

- **Interview:** Each student will conduct an interview. Students may interview a special education teacher (not a general education teacher with inclusion students in his/her class), an adult individual with a disability, or the parent of a child with a disability. You will write a 3 – 4 page paper using APA format. You will be provided a rubric for the interview paper. This assignment is not an option. If you do not conduct the interview and write a paper, it will result in a 0 and you will receive a “D” in the course regardless of your average without it.

- **Reflective Thoughts:** As indicated on the syllabus, you will be expected to turn in a BRIEF (7-10 sentences) reflective paper on the chapter we are to discuss each week. Reflective thoughts are those that, as you read, you think about what you’ve just read. After you complete the reading you reflect on the content. Did it make you think “ummmmmm I didn’t know that”, or “that’s so bogus (it’s completely acceptable to disagree with either me or the author as long as you are respectful and have a valid reason for the disagreement). You are absolutely limited to 10 sentences. I will deduct points if you turn in a half page or more. Also, if you have questions that are raised from reading the chapter, this is the place to ask them. If you have questions, there’s a good chance that others do as well. I will typically leave some sort of feedback. If I ask you to bring something up in class for discussion, please do so.

- **Articles:** You will review one current article (no earlier than 2012) from a scholarly journal on any topic concerning special education. These articles will be presented in class. This will be very informal. You’ll tell us why you selected the article, give a brief overview, and provide the source. It should take no more than 5 minutes to present your article. Hopefully it will stimulate some discussions. Don’t get all freaked out. You are not expected to be the authority. That’s why I’m paid the big bucks. You will bring a copy of the article to me to class the day it is presented.

Final Exam: TBA

IV. EVALUATION & ASSESSMENTS (Grading):

Grades will be 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

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Readings</th>
<th>Assignment</th>
</tr>
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<tbody>
<tr>
<td>Jan 25</td>
<td>Review of Syllabus and Proposed Calendar</td>
<td>NONE</td>
<td>None</td>
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<tr>
<td>Jan 25</td>
<td>APA review</td>
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<tr>
<td>Date</td>
<td>Topic</td>
<td>Readings</td>
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<tr>
<td>Feb 1</td>
<td>The Purpose and Promise of Special Education</td>
<td>Chapter 1 &amp; 2</td>
<td>Reflections</td>
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<td>Feb 1</td>
<td>Planning and Providing Special Education Services</td>
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<td>Reflections</td>
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<tr>
<td>Feb 8</td>
<td>Collaborating with Parents and Families in a Culturally and Linguistically Diverse Society</td>
<td>Chapter 3</td>
<td>Reflections</td>
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<tr>
<td>Feb 15</td>
<td></td>
<td></td>
<td>Reflections</td>
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<tr>
<td>Feb 15</td>
<td>Intellectual Disabilities</td>
<td>Chapter 4</td>
<td>Reflections</td>
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<tr>
<td>Feb 15</td>
<td>Exam #1</td>
<td></td>
<td>Reflections</td>
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<tr>
<td>Feb 22</td>
<td>Learning Disabilities</td>
<td>Chapter 5</td>
<td>Reflections and Article #1</td>
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<td>March 7</td>
<td>Emotional or Behavioral Disorders</td>
<td>Chapter 6</td>
<td>Reflections</td>
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<td>March 7</td>
<td>Exam #2</td>
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<td>EXAM #2</td>
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<td>March 14</td>
<td><strong>Spring Break BE SAFE</strong></td>
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<tr>
<td>March 21</td>
<td>Autism Spectrum Disorders</td>
<td>Chapter 7</td>
<td>Reflections and Article #2</td>
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<td>March 28</td>
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<tr>
<td>April 4</td>
<td>Deafness and Hearing Loss</td>
<td>Chapter 9</td>
<td>Reflections</td>
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<tr>
<td>April 11</td>
<td>Blindness and Low Vision</td>
<td>Chapter 10</td>
<td>Reflections</td>
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<tr>
<td>April 18</td>
<td>Physical Disabilities, Other Health Impairments, and ADHD</td>
<td>Chapter 11</td>
<td>Reflections and EXAM #3</td>
</tr>
<tr>
<td>April 25</td>
<td>Low-Incidence Disabilities: Severe/Multiple Disabilities, Deaf-Blindness, and Traumatic Brain Injury</td>
<td>Chapter 12</td>
<td>INTERVIEW PAPER DUE</td>
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<tr>
<td>April 25</td>
<td>Gifted and Talented … Exam #2</td>
<td>Chapter 13</td>
<td>Reflections</td>
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<tr>
<td>May 2</td>
<td>Early Childhood Special Education</td>
<td>Chapter 14</td>
<td>Complete faculty Evaluation</td>
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<td>May 2</td>
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<td>Reflections</td>
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<tr>
<td>May 7</td>
<td>Transitioning to Adulthood</td>
<td>Chapter 15</td>
<td>Reflections</td>
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<tr>
<td>May 12</td>
<td>TBA</td>
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**DISCLAIMER:** This represents a “best” plan for the course; but, as with most plans, it is subject to change. Any changes in this syllabus or timeline will be announced as necessary.

**VI. REQUIRED READINGS:**

Textbook:
ISBN: 9780132626163

*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. I also have one in my office that can be used.

Field Experience Module (FEM) Statement:
- In this course, you must purchase and enroll in the LiveText add-on Field Experience Module (FEM) PRIOR to your first day of field experience/clinical teaching. This can be purchased from [www.livetext.com](http://www.livetext.com) for a fee of $15.00. Failure to purchase and activate the account and/or submit the required assignments(s) could result in course failure.

LiveText Statement:
- Upon your enrollment in this course, **if you do not already have an existing LiveText account**, you should receive an access code for a free LiveText account. LiveText is a data management system that you will use to submit designated assignments in this course. The access code will come to you directly from the LiveText system to your SFA email account. If you do not receive this code by the end of the first week of class, please check your junk email. If you still do not have the message, please contact the SFA LiveText coordinator at [livetext@sfasu.edu](mailto:livetext@sfasu.edu). Once you have received the access code, it is YOUR responsibility to activate the account. Failure to activate the account and/or submit the required assignments(s) could result in course failure.
Spring 2015 LiveText statement:

This course collects assessments for students who are Perkins College of Education majors (undergraduate, graduate, and doctoral) or majors in other colleges seeking educator certification through the Perkins College of Education, using the LiveText data management system. Students who do not have an existing LiveText account will receive an access code via your SFA Titan email within the first week of class. You will be required to register your LiveText account, and you will be notified how to register your account. If you forward your SFA e-mail to another account and do not receive an e-mail concerning LiveText registration, please be sure to check your junk mail folder and your spam filter for these e-mails. If you have questions about LiveText, call ext. 1267 or e-mail SFALiveText@sfasu.edu.

VII. COURSE EVALUATION:

Near the conclusion of each semester, students in the Perkins college of Education electronically evaluate courses taken with the PCOE. Evaluation data is used for a variety of important purposes including:
1. Course and program improvement, planning, and accreditation;
2. Instruction evaluation purposes; and
3. Making decisions on faculty tenure, promotion, pay, and retention.

As you evaluate this course, please be thoughtful, thorough, and accurate in completing the evaluation. Please know that the PCOE faculty is committed to excellence in teaching and continued improvement. Therefore, your response is critical!!!

In the Perkins College of Education, the course evaluation process has been simplified and is completed electronically through MySFA. Although the instructor will be able to view the names of students who complete the survey, all ratings and comments are confidential and anonymous, and will not be available to the instructor until after final grades are posted.

VIII. STUDENT ETHICS AND OTHER POLICY INFORMATION:

University Policies:
- **Academic Dishonesty**: Academic dishonesty will be handled as outlined in SFASU’ “Student Conduct and Discipline”
- **Drop Policy**: If a student is unable to complete the course, the last day to drop/withdraw with 100% refund and without creating an academic record is September 7. The last day to drop a course or withdraw from the university is October 28.
- **ADA Policy**: Any student who feels that he or she may require assistance for any type of physical or learning disability should consult with the instructor as soon as possible. Students are required to provide documentation of disability to PASS Office Prior to receiving accommodations.

School of Education Policies:
- **Plagiarism**: All work submitted for a grade in this course must be YOUR original effort. The work cannot be copied from:
  - Materials purchased or copied from a pre-made kit,
  - A lesson plan, activities or worksheets downloaded from the Internet (in part or in whole).
  - Another individual’s work (to include but not be limited to a current or former student, current or former classroom teacher)
  - Your own work completed for another class
  - Any other copyrighted materials

If you use any of the materials listed above as a source (or inspiration) for your work, you must give credit to that individual.
- **Certification**: The FBA is required for your teaching portfolio.

Policies Specific to this Course:
Calendar: Please note that the calendar is tentative and may change at any time and as many times as necessary during the semester. In case of any changes, you will be informed in a timely manner.

Participation: Participation will be taken during each class period. The Department of Special Education endorses the notion that Participation in classes is essential. The student will receive 10 points for each day’s Participation. If the student misses, he/she does not earn those ten points. Participation points cannot be made up. The student will be allowed only two (2) absences before it affects his/her participation points. For every absence after the two, there will be 10 points taken from participation. If a student is not in the classroom, they cannot participate. This procedure doesn’t carry the burden of deciding whether or not an absence is excused or unexcused. You miss and you don’t get the points … no matter what the reason.

Students who are absent from class, for whatever reasons, are held responsible for the material covered during their absence. The student must inform the professor of the reason for missing class at least 2 hours before the time the class is scheduled to begin. You must email the professor, murdockjt@sfasu.edu, of your absence and give a general reason for the absence. If an email is not received as required, five (5) extra points will be accessed to the points lost due to lack of participation … a total of fifteen (15) points for the day.

Assignments: All assignments must be submitted as a hard copy brought to class. All written assignments should adhere to the manual of the American Psychological Association (APA), 6th edition, 4th printing, whenever appropriate. Assignments submitted late will receive half credit.

Required Assignments: In order to receive an “A”, “B”, or “C” in this course, you must complete the quizzes, PowerPoint presentation, Exams, and Interview. Without any of these, regardless of your average without any of them, the best grade you can make in the class is a “D”.

Grades: I do not maintain average grades or even calculate averaged during the semester. If you need to know your average at a point in time, you will need to do the math.

Incomplete: a grade of “incomplete” may be considered at the discretion of the instructor and on a case-by-case basis only. Generally, for consideration, the student must meet ALL of the following criteria:

1. Must have completed 75% of all the required assignments in the course with an average of a C or better.
2. Must have submitted and presented ALL THE REQUIRED ASSIGNMENTS up and until the time of needing the incomplete.
3. Must be requested during the last couple of weeks of the semester.
4. Must be due to an unforeseen and extenuating circumstance (serious illness, death in the family, etc.)

E-mail responses: Responses to emails will be made Monday through Friday within 48 hours. Please note that while I will be checking emails periodically on the weekend, I cannot guarantee a quick response. Also, if I am away from the university, I will probably not be checking my email on a regular basis. Remember that I do not use D2L email for communication with me. You need to send all emails to my SFA address …murdockjt@sfasu.edu. The only time I will use D2L is when I am sending an email to all of the class at once.

IX. OTHER RELEVANT COURSE INFORMATION:

Grade Appeals
If you believe there is an error in your grade, you must notify the professor in writing prior to the last class day.

If you are unable to resolve the problem with the professor, then you must follow the procedures for a formal academic appeal. The procedure for formal appeals is detailed in the Academic Appeals by Students Policy.

This is college. I do not accept any assignments that are not typed. Use a spell check and grammar check prior to printing your assignments. More than three (3) errors, either spelling or grammar, will result in 5 points deducted from your assignment.

It is expected that you will conduct your behavior in a fashion that is generally accepted at an institution of higher learning. I do not permit the use of electronic devices in class. Please be courteous to others and don’t embarrass me by having to ask you to put your cell phones away. There will be grade deductions if this occurs.