**Human Services**  
**SPE 329.501 – Survey of Exceptionalities**  
**Spring 2016**

**Professor:** Dr. Ginger Kelso  
**Time/Location:** Online  
**Credit Hours:** 3 Credit Hours  
**E-Mail:** All email correspondence will occur in Desire 2 Learn  
SFA Email: glkelso@sfasu.edu  
**Office Phone:** (936) 468-1686  
**Office:** HSTC 233  
**Office Hours:** Tuesday 10:00 – 12:00; Wednesday and Thursday 12:00 – 2:00

Emails and phone calls will be answered within 24 hours except on weekends and holidays.

**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 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.

**Program Learning Outcomes:**

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

**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.

The quizzes will be administered on-line. Each quiz will be due on the Sunday of the week assigned. You will get 14 minutes to take each quiz. There is also a one minute grace period to allow you time to submit once the 14 minutes has expired. After the time has run out, the quiz is over and any questions not answered are incorrect. You may take each quiz two times. Your score will be the highest attempt score. The questions will be similar, but different on each attempt. Be forewarned, you will want to take the test 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: You should take the first attempt of each quiz during the week each chapter is assigned in the course. There is no loss of points for quizzes submitted late. Therefore, no make-up quizzes will be necessary. All quiz attempts must be submitted by the last day of finals. If you experience a medical emergency during the final week of the semester, you will only be given a chance to make up the quiz for the chapter covered during your medical emergency. Make-ups must be completed within one week of the emergency. By failing to take any quiz during the week the chapter is assigned, you forfeit the opportunity for a make-up quiz. Any medical emergency must be documented in order to make up a quiz.

Disability Perspectives Assignment: Each student will imagine themselves in the perspective of a person with a disability. Students will complete an assignment that will guide the student to think about how a disability may affect various aspects of a person’s life and how they may be perceived by others. Students will submit this assignment through the Dropbox on D2L. Addresses the following Core Curriculum Objectives: Communication; Social responsibility

Disability Guide Assignments: Each student will complete a series of disability guides in which they answer a series of questions about the most common characteristics of each disorder. Addresses the following Core Curriculum Objectives: Communication; Social responsibility

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

Discussions: Attendance and participation will be required through group discussions. These will occur throughout the semester. You will participate in ten discussions within a group of your peers. Groups will be assigned randomly. First you will be asked to complete an independent activity. Then you will post a discussion board message and respond to peers’ posted messages. You will not be able to see peer’s 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 for that discussion.  
Addresses the following Core Curriculum Objectives: **Critical thinking; Communication; Teamwork**

**Final Exam:** You will take a final exam during final exams week (May 9 - 13). 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 30 minutes to complete the exam. You may take the exam only one time. The exam will open on Monday May 9 at 12:00 AM and will close on Friday May 13 at 11:59 PM. It is strongly recommended that you complete the exam before 5:00 PM on May 13 because no technical support will be available after this time. However, the exam will remain open until 11:59 PM. No late 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 quickly 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 re-taken unlimited times prior the last day of the semester. Your extra credit will be determined using your highest quiz score.

**IV. EVALUATION & ASSESSMENTS (Grading):**

- Quizzes (13) 130 points (10 points each)
- Disability Perspectives Assignment 20 points
- Disability Guide Assignments (9) 45 points (5 points each)
- Discussions (10) 20 points (2 points each)
- Final Exam 25 points

Total 240 points
Grading scale  
\begin{align*}
A &= 215 – 240 points \\
B &= 191 – 214 points \\
C &= 167 – 190 points \\
D &= 143 – 166 points \\
F &= \text{fewer than 143 points}
\end{align*}

V. TENTATIVE COURSE OUTLINE/CALENDAR

<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>1</td>
<td>D2L Module</td>
<td>Getting Started</td>
<td>Syllabus Quiz</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Chapter 1</td>
<td>Purpose of Special Ed.</td>
<td>Quiz 1</td>
<td>Introduce Yourself</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Chapter 2</td>
<td>Providing Special Ed.</td>
<td>Quiz 2</td>
<td>Person-First</td>
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<tr>
<td>4</td>
<td>Chapter 3</td>
<td>Collaboration and Diversity</td>
<td>Quiz 3</td>
<td>Communication Systems</td>
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</tr>
<tr>
<td>5</td>
<td>Chapter 4</td>
<td>Intellectual Disabilities</td>
<td>Quiz 4</td>
<td>Inclusion</td>
<td>ID Guide</td>
</tr>
<tr>
<td>6</td>
<td>Chapter 5</td>
<td>Learning Disabilities</td>
<td>Quiz 5</td>
<td>Misunderstood Minds</td>
<td>LD Guide</td>
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<tr>
<td>7</td>
<td>Chapter 6</td>
<td>Emotional or Behavioral Disorders</td>
<td>Quiz 6</td>
<td>Behavior Causes</td>
<td>EBD Guide</td>
</tr>
<tr>
<td>8</td>
<td>Chapter 7</td>
<td>Autism</td>
<td>Quiz 7</td>
<td>Temple Grandin</td>
<td>Autism Guide</td>
</tr>
<tr>
<td>9</td>
<td>Spring Break – No Class</td>
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<tr>
<td>10</td>
<td>Easter Break</td>
<td>Easter Break (Assignment due)</td>
<td></td>
<td>Disability Perspectives</td>
<td></td>
</tr>
<tr>
<td>11</td>
<td>Chapter 8</td>
<td>Communication Disorders</td>
<td>Quiz 8</td>
<td>CD Guide</td>
<td></td>
</tr>
<tr>
<td>12</td>
<td>Chapter 9</td>
<td>Deafness and Hearing Loss</td>
<td>Quiz 9</td>
<td>Hearing Simulation</td>
<td>Deafness Guide</td>
</tr>
<tr>
<td>13</td>
<td>Chapter 10</td>
<td>Blindness and Low Vision</td>
<td>Quiz 10</td>
<td>Visualizing</td>
<td>Blindness Guide</td>
</tr>
<tr>
<td>14</td>
<td>Chapter 11</td>
<td>Physical and Health Impairments</td>
<td>Quiz 11</td>
<td>Physical Impairments</td>
<td>OI Guide</td>
</tr>
<tr>
<td>15</td>
<td>Chapter 12</td>
<td>Low-Incidence</td>
<td>Quiz 12</td>
<td></td>
<td>TBI Guide</td>
</tr>
<tr>
<td>17</td>
<td>Chapter 13</td>
<td>Gifted and Talented</td>
<td>Quiz 13</td>
<td></td>
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Final Exams  | Final Exam
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.

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.

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 OTHER POLICY INFORMATION:

Found at https://www.sfasu.edu/policies

Class Attendance and Excused Absence: Policy 6.7

Attendance will be taken regularly throughout the semester in the form of weekly submissions of
discussions, quizzes, and assignments. It is the students’ responsibility to complete these activities in order to earn credit for attendance.

Regular, punctual attendance, documented participation, and, if indicated in the syllabus, submission of completed assignments are expected at all classes, laboratories, and other activities for which the student is registered. Based on university policy, failure of students to adhere to these requirements shall influence the course grade, financial assistance, and/or enrollment status. The instructor shall maintain an accurate record of each student’s attendance and participation as well as note this information in required reports and in determining final grades. Students may be excused from attendance for reasons such as health, family emergencies, or student participation in approved university-sponsored events. However, students are responsible for notifying their instructors in advance, when possible, for excusable absences. Whether absences are excused or unexcused, a student is still responsible for all course content and assignments. Students with accepted excuses may be permitted to make up work for up to three weeks of absences during a semester or one week of a summer term, depending on the nature of the missed work. Make-up work must be completed as soon as possible after returning from an absence.

**Academic Accommodation for Students with Disabilities: Policy 6.1 and 6.6**

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

**Student Academic Dishonesty: Policy 4.1**

Abiding by university policy on academic integrity is a responsibility of all university faculty and students.

**Definition of Academic Dishonesty**

Academic dishonesty includes both cheating and plagiarism. Cheating includes, but is not limited to:
- using or attempting to use unauthorized materials on any class assignment or exam;
- falsifying or inventing of any information, including citations, on an assignment; and/or;
- helping or attempting to help another in an act of cheating or plagiarism.

Plagiarism is presenting the words or ideas of another person as if they were one’s own. Examples of plagiarism include, but are not limited to:
- submitting an assignment as one's own work when it is at least partly the work of another person;
- submitting a work that has been purchased or otherwise obtained from the Internet or another source; and/or,
- incorporating the words or ideas of an author into one's paper or presentation without giving the author credit.

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

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

Withheld Grades: Policy 5.5
At the discretion of the instructor of record and with the approval of the academic unit head, a grade of WH will be assigned only if the student cannot complete the course work because of unavoidable circumstances. Students must complete the work within one calendar year from the end of the semester in which they receive a WH, or the grade automatically becomes an F, except as allowed through policy [i.e., Active Military Service (6.14)]. If students register for the same course in future semesters, the WH will automatically become an F and will be counted as a repeated course for the purpose of computing the grade point average.

Student Code of Conduct: Policy 10.4
Classroom behavior should not interfere with the instructor’s ability to conduct the class or the ability of other students to learn from the instructional program (see the Student Conduct Code, policy D-34.1). Unacceptable or disruptive behavior will not be tolerated. Students who disrupt the learning environment may be asked to leave class and may be subject to judicial, academic or other penalties. This prohibition applies to all instructional forums, including electronic, classroom, labs, discussion groups, field trips, etc. The instructor shall have full discretion over what behavior is appropriate/inappropriate in the classroom. Students who do not attend class regularly or who perform poorly on class projects/exams may be referred to the iCare: Early Alert Program at SFA. Information regarding the iCare program is found at https://www.sfasu.edu/judicial/earlyalert.asp or call the office at 936-468-2703.

Additional Information:

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

1. Undergo criminal background checks for field or clinical experiences on public school campuses; the public school campuses are responsible for the criminal background check; YOU are responsible for completing the information form requesting the criminal
If you have a history of criminal activity, you may not be allowed to complete field or clinical experiences on public school campuses. At that point, you may want to reconsider your major while at SFASU.

2. Provide one of the following primary ID documents: passport, drivers license, state or providence ID cards, a national ID card, or military ID card to take the TExES exams (additional information available at www.texes.ets.org/registrationBulletin/<http://www.texes.ets.org/registrationBulletin/>). YOU must provide legal documentation to be allowed to take these mandated examinations that are related to certification/licensing requirements in Texas. If you do not have legal documentation, you may want to reconsider your major while at SFASU.

3. Successfully complete state mandated a fingerprint background check. If you have a history of criminal activity, you may want to reconsider your major while at SFASU.

For further information concerning this matter, contact Katie Snyder 936-468-1740 or snyderke1@sfasu.edu.

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.