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**ED 4306 Survey of Exceptional Children****Summer 2022 (2W1)**

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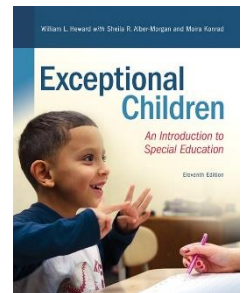
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**Course Description:**

A survey of exceptional children involving categorical identification, terminology, advocacy litigation, legislation at the national and state levels, and state guidelines involving special populations.

**Required Text:**

Heward, W.L. (2017). *Exceptional Children*. Upper Saddle River, NJ: Pearson. (ISBN-13: 9780135160428) 11<sup>th</sup> Edition

**Course Objectives:**

- Identify disabilities outlined under IDEA (Individuals with Disabilities Education Act)
- Apply accommodations and UDL (Universal Design for Learning) objectives relating to accessibility to “real world” experience
- Explain stereotypes and greater cultural and neurodiversity understanding
- Define social justice
- Create a differentiated lesson plan for an inclusive classroom

ED 4306 contributes to the following Program Learning Outcomes (PLOs):

- The Interdisciplinary Studies – BS student will write a lesson plan that is developmentally appropriate for elementary (EC -6 grades) students
- The Interdisciplinary Studies – BS student will create a positive (EC-6 grades) elementary classroom learning environment.
- The Interdisciplinary Studies – BS student will teach developmentally appropriate lesson to (EC-6 grades) elementary students.
- The Interdisciplinary Studies – BS student will adhere to the legal and ethical requirements of (EC-6 grades) elementary teachers

ED 4306 will address the following Student Learning Outcomes (SLOs):

- Discuss special education, including definitions, basic legal requirements, and the history and development of the field.
- Define each exceptionality and describe its characteristics.
- Identify the steps in the special education referral process.
- Detail placement and services for students with disabilities.

**Professional Standards:**

Texas Administrative Code Rule §228.30 Educator Preparation Curriculum:

The curriculum for each educator preparation program shall rely on scientifically based research to ensure teacher effectiveness and align to the TEKS. The following subject matter shall be included in the curriculum for candidates seeking initial certification:

- (3) child development;
- (4) motivation;
- (5) learning theories;
- (8) state assessment of students;
- (10) classroom assessment for instruction/diagnosing learning needs;
- (11) classroom management/developing a positive learning environment;
- (12) special populations;
- (13) parent conferences/communication skills;
- (15) pedagogy/instructional strategies;
- (16) differentiated instruction

**TEA Content Standards Addressed:**

Standard I: Oral Language: Teachers of young students understand the importance of oral language, know the developmental processes of oral language, and provide a variety of instructional opportunities for young students to develop listening and speaking skills.

**TEA PPR Standards Addressed:**

Standard I. The teacher designs instruction appropriate for all students that reflects an understanding of relevant content and is based on continuous and appropriate assessment.

Standard II: The teacher creates a classroom environment of respect and rapport that fosters a positive climate for learning, equity, and excellence.

Standard III. The teacher promotes student learning by providing responsive instruction that makes use of effective communication techniques, instructional strategies that actively engage students in the learning process, and timely, high-quality feedback.

Standard IV. The teacher fulfills professional roles and responsibilities and adheres to legal and ethical requirements of the profession.

**General Course Policies:**

**LMS:** This course will be delivered online in an asynchronous format via Blackboard Learning Management System. This course site opens on the first day of classes

**Schedule:** Because asynchronous courses do not have a “fixed” meeting day, our week will start on Monday, and finish on Sunday. You may work ahead.

**Login Frequency:** Students must actively check the course Blackboard site and their SRSU email for communications from the instructor, class discussions, and/or access to course materials at least 3 times per week.

**Participation:** Students are expected to actively engage in all course activities throughout the length of the course which includes viewing all course materials, completing course activities, completing assignments, and participating in course discussions.

**Technical Competence:** Students are expected to demonstrate competence in the use of all course technology. Students who are struggling with technical components of the course are expected to seek assistance from the instructor and/or College or University technical services.

**Technical Issues:** Students should anticipate some technical difficulties during the semester and should, therefore, budget their time accordingly. Late work will not be accepted based on individual technical issues.

**Workload:** Please be aware that this course is not self-paced. Students are expected to meet specific deadlines and due dates listed in the Class Schedule section of this syllabus. It is the student’s responsibility to keep track of the weekly course schedule of topics, readings, activities, and assignments due.

**Instructor Support:** Students may schedule a one-on-one meeting to discuss course requirements, content, or other course-related issues. Those unable to come to campus can meet with the instructor via telephone or web conference. Students should email the instructor to schedule a one-on-one session, including their preferred meeting method and suggested dates/times.

**Writing Expectations:** Students will use APA format when writing. Writing should be free from jargon, grammar errors and written mechanics errors. References should be properly cited.

**Netiquette:** The course environment is a collaborative space. Innocent remarks typed in the online environment can be misconstrued. Students must always re-read their responses carefully before posting them, so as others do not consider them as personal offenses. Be positive in your approach with others and diplomatic in selecting your words. Remember that you are not competing with classmates but sharing information and learning from others. All faculty are similarly expected to be respectful in all communications.

**Accommodations:** Online learners who require effective accommodations to ensure accessibility must be registered with SRSU Disability Services.

**Grading Policy:** All assignments should be submitted via Blackboard by midnight on the due date. Late work will not be accepted unless arrangements with the instructor have been approved before

the original due date. Approval will only be granted under extremely unusual circumstances (e.g., major medical event, bereavement).

**Certification Practice:** Every student enrolled in courses for certification through Sul Ross State University will be required to purchase and pass an online practice exam. The exam is available through CertifyTeacher.com and scores must be submitted to your major advisor before approval to take the state exam (TExES) is granted. Please see your advisor for more information.

**Late Assignment Policy (Life Happens Policy):** Course assignments, including discussion boards, exams, and other graded assignments, should be submitted on time. If you are unable to complete an assignment on time, a ONE TIME, one week extension is granted with the exception of the final assignments due at end of course. It is expected that late assignments will be turned in at the next module or week for the next grading cycle. For example, assignments that were missed in week three will be turned in at the due date of week four. Students are not required to contact the professor or provide an excuse. Should students fail to turn in assignment at the next grading cycle a failed grade will be submitted. It is the students responsibility to complete assignments at due date. The policy is implemented upon first late submission and additional extensions will not be granted.

**Changes to Syllabus:** This syllabus is intended to give the student guidance in what may be covered during the semester and will be followed as closely as possible. However, the professor reserves the right to modify, supplement and make changes as the course needs arise.

**Copyright:** Many of the materials and readings for this class have copyright protections. They are for your sole educational use and should not be shared, copied, or distributed without permission of the instructor or the copyright holder. Please refer to the Student Handbook for details on your responsibilities regarding copyright and penalties for copyright infringement. If you have questions about sharing specific materials outside the course, either with colleagues at Sul Ross State University or on the internet, please ask me.

**Opportunities for Revision:** This course is a writing intensive course. Revision opportunities are available should contributions not meet the standards for this course. However, extensions and revisions are not offered for work that is missing.

**Syllabus Change Policy:** The syllabus is only a guide for the course and can change with advance notice.

**Technical Requirements:** To participate in this course, students will need to satisfy the following technical requirements: High-speed Internet access with standard up-to-date browsers. To get a list of Blackboard's supported browsers see:

[https://help.blackboard.com/Learn/Student/Getting\\_Started/Browser\\_Support#supportedbrowsers](https://help.blackboard.com/Learn/Student/Getting_Started/Browser_Support#supportedbrowsers)

To get a list of supported operation systems on different devices see:

[https://help.blackboard.com/Learn/Student/Getting\\_Started/Browser\\_Support#testeddevices-and-operating-systems](https://help.blackboard.com/Learn/Student/Getting_Started/Browser_Support#testeddevices-and-operating-systems)

Students must maintain consistent and reliable access to their Sul Ross University email and Blackboard, as these are the official methods of communication for this course. Students may be asked to create logins and passwords on supplemental websites and/or to download trial software to their computer or tablet as part of course requirements. The following software plug-ins for PCs and Macs, respectively, are available for free download:

Adobe Acrobat Reader: <https://get.adobe.com/reader/>

Windows Media Player: <https://support.microsoft.com/en-us/help/14209/get-windows-media-player>

Apple Quick Time Player: [www.apple.com/quicktime/download](http://www.apple.com/quicktime/download)

### **Course Schedule**

*This is a 5-week course running from July 6 – August 8, 2022*

***All assignments are due at midnight on the due date***

WEEK 1		
	Initial Introduction Discussion Post	<b>Due: July 8</b>
Module 1	Required Readings: Chapters 1-3 Discussion Post #1, #2	<b>Due: July 10</b>
WEEK 2		
Module 2	Required Readings: Chapters 4-6 Discussion Post #3, #4	<b>Due: July 17</b>
WEEK 3		
Module 3	Required Readings: Chapters 7-9 Discussion Post #5, #6	<b>Due: July 24</b>
WEEK 4		
Module 4	Required Readings: Chapters 10-12 Discussion Post #7, #8	<b>Due: July 31</b>
WEEK 5		
Module 5	Required Readings: Chapters 14-15, Postscript Discussion Post #9, #10	<b>Due: Aug. 7</b>
FINAL EXAM	Final Project Due Lesson plan that includes differentiation for all learning levels	<b>Due: Aug. 8</b>

#### **Assignment Descriptions:**

**Discussion Posts:** Student must respond to weekly discussion postings from the assigned readings (minimum ½ page) and reply to two classmates for full credit. Each post must be in response to prompt posted and be written in APA format. (I recommend you post your first discussion by Friday in order to give your classmates a chance to respond by Sunday.)

**Final Project:** This is a semester-long project that will culminate in a final project that will count for 1/3 of your final grade. Keep this in mind as you schedule time to work on this task. Create an in-depth lesson plan that includes how you would differentiate your instruction to meet all student needs. More information will come through Blackboard.

**Activities, Assignments, and Grading Policy**

Discussion postings	10 x 20 points each	200 points
Final Assignment		100 points
<b>Total</b>		<b>300 points</b>
A = 90%-100% (270-300 points)		
B = 80%-89% (240-269 points)		
C = 70%-79% (210-239 points)		
D = 60%-69% (180-209 points)		
F = below 60%		

**Grading Rubrics:** Rubrics can be found under the “My Grades” tab of the Blackboard Course. It is recommended that you review the rubrics before beginning any assignment to understand expectations.

**University Policies:**

**Attendance Policy**

Students are expected to attend all scheduled classes. Students in a web class are expected to login several times each week to the Blackboard course site on the Internet site.

**ADA Statement**

SRSU Disability Services. Sul Ross State University (SRSU) is committed to equal access in compliance with Americans with Disabilities Act of 1973. It is SRSU policy to provide reasonable accommodations to students with documented disabilities. It is the student’s responsibility to initiate a request each semester for each class. Alpine Students seeking accessibility/accommodations services must contact Rebecca Greathouse Wren, LPC-S, SRSU's Accessibility Services Coordinator at 432-837-8203 (please leave a message and we'll get back to you as soon as we can during working hours), or email [rebecca.wren@sulross.edu](mailto:rebecca.wren@sulross.edu). Our office is located on the first floor of Ferguson Hall (Suite 112), and our mailing address is P.O. Box C122, SUI Ross State University, Alpine. Texas, 79832.

**Library Information**

The Bryan Wildenthal Memorial Library in Alpine offers FREE resources and services to the entire SRSU community. Access and borrow books, articles, and more by visiting the library’s website, [library.sulross.edu](http://library.sulross.edu). Off-campus access requires logging in with your Lobold and password. Librarians are a tremendous resource for your coursework and can be reached in person, by email ([srsulibrary@sulross.edu](mailto:srsulibrary@sulross.edu)), or phone (432-837-8123).

### **SRSU Distance Education Statement**

Students enrolled in distance education courses have equal access to the university's academic support services, such as library resources, online databases, and instructional technology support. For more information about accessing these resources, visit the SRSU website. Students should correspond using Sul Ross email accounts and submit online assignments through Blackboard, which requires secure login. Students enrolled in distance education courses at Sul Ross are expected to adhere to all policies pertaining to academic honesty and appropriate student conduct, as described in the student handbook. Students in web-based courses must maintain appropriate equipment and software, according to the needs and requirements of the course, as outlined on the SRSU website. Directions for filing a student complaint are located in the student handbook.

### **Academic Integrity**

Students in this class are expected to demonstrate scholarly behavior and academic honesty in the use of intellectual property. A scholar is expected to be punctual, prepared, and focused; meaningful and pertinent participation is appreciated. Examples of academic dishonesty include but are not limited to: Turning in work as original that was used in whole or part for another course and/or professor; turning in another person's work as one's own; copying from professional works or internet sites without citation; collaborating on a course assignment, examination, or quiz when collaboration is forbidden.

### **Classroom Climate of Respect**

Importantly, this class will foster free expression, critical investigation, and the open discussion of ideas. This means that all of us must help create and sustain an atmosphere of tolerance, civility, and respect for the viewpoints of others. Similarly, we must all learn how to probe, oppose and disagree without resorting to tactics of intimidation, harassment, or personal attack. No one is entitled to harass, belittle, or discriminate against another on the basis of race, religion, ethnicity, age, gender, national origin, or sexual preference. Still, we will not be silenced by the difficulty of fruitfully discussing politically sensitive issues.

### **Diversity Statement**

I aim to create a learning environment for my students that supports a diversity of thoughts, perspectives and experiences, and honors your identities (including race, gender, class, sexuality, religion, ability, socioeconomic class, age, nationality, etc.). I also understand that the crisis of COVID, economic disparity, and health concerns, or even unexpected life events could impact the conditions necessary for you to succeed. My commitment is to be there for you and help you meet the learning objectives of this course. I do this to demonstrate my commitment to you and to the mission of Sul Ross State University to create an inclusive environment and care for the whole student as part of the Sul Ross Familia. If you feel like your performance in the class is being impacted by your experiences outside of class, please don't hesitate to come and talk with me. I want to be a resource for you.