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**EDSR 4306 Survey of Exceptional Children****Fall 2026****Nehal Elramly, PhD**

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**Class meetings:**  
**Tues. 6:00-8:30 pm (CT)**  
**via Blackboard**

**virtual office hours via Blackboard**  
by appointment

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**Course Description**

A survey of exceptional children involving categorical identification, learning characteristics, instructional intervention, and adjustment needs.

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**Course Prerequisite**

There are no prerequisites for this course

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**Skills Prerequisite**

You will need regular access to a computer with an internet connection and speakers or headphones. It is the student's responsibility to ensure they have adequate access to the Internet and can access and understand the learning management system. Students are also required to have access to a word processor that can save files in formats readable by Microsoft Word (i.e., .doc, docx).

You may download a free copy of Office 365 from the menu on the left of the learning management system.

All students will need to know all the basic requirements established in the pre-course assignment, as well as develop some new skills:

Proficiency in the SRSU Learning Management System

Using email with attachments

Using SafeAssign to check grammar and similarity scores

Using word processing software

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**Textbooks & Materials**

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**Required Text:**

Hunt, N. & Marshall, K. (2013). Exceptional Children and Youth. Cengage Learning.  
ISBN: 9781111833428, 1111833427 5<sup>th</sup> edition

## Education Program Student Learning Outcomes (SACSCOC)

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EDSR 4306 will contribute to the following Student Learning Outcomes (SLOs):

- **SLO 1:** Students will design and deliver comprehensive lesson plans that align with learning standards, incorporate differentiated instruction, and demonstrate effective teaching strategies, as measured by a rubric-based evaluation of submitted lesson plans and observed teaching demonstrations.
  - **SLO 2:** Students will be able to identify, explain, and apply a variety of evidence-based instructional strategies to support diverse learners, as demonstrated through lesson plan development, peer teaching, and reflective analysis.
  - **SLO 3:** Students will demonstrate the ability to design, implement, and analyze a variety of formative and summative assessments aligned with learning objectives, using data to inform instructional decisions and support diverse learners.
  - **SLO 4:** Students will demonstrate knowledge of effective classroom management principles by designing a comprehensive classroom management plan.
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EDSR 4306 will contribute to the following Course Learning Outcomes (CLOs):

- **CLO 1:** Describe the major categories of exceptionalities and the associated learning characteristics and needs of students within each category.
- **CLO 2:** Analyze the academic, behavioral, and social-emotional adjustment needs of exceptional learners across diverse educational settings.
- **CLO 3:** Design lesson components that incorporate differentiated instruction and support inclusive practices for exceptional learners.
- **CLO 4:** Demonstrate understanding of classroom management strategies that support the inclusion and success of students with exceptionalities.

## Required Student Responsibilities

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This course is part of the Sul Ross State University, College of Education Concentration Courses requirements. Students seeking bilingual certification are required to successfully complete this course with proficiency.

All full-time and part-time students are responsible for familiarizing themselves with the [Student Handbook](#) and the [Undergraduate & Graduate Catalog](#) and for abiding by the [University rules and regulations](#). Additionally, students are responsible for checking their Sul Ross email as an official form of communication from the university. Every student is expected to obey all federal, state and local laws and is expected to familiarize themselves with the requirements of such laws.

**Personal Responsibility:** Students will develop principles of personal responsibility for living in a diverse world; to include intercultural competency, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities.

**Social Responsibility:** Students will develop principles of social responsibility for living in a diverse world, to include the ability to connect choices, actions, and consequences to ethical decision-making.

### Marketable Skills:

- Candidates will acquire public speaking skills to a variety of audiences.
- Candidates will acquire writing skills for lesson plans and other scholarly documents.
- Candidates will acquire organizational skills to effectively manage time and meet deadlines.

- Candidates understand human growth and development.
- Candidates recognize the influence of diverse social-cultural factors.
- Candidates utilize multiple methods and strategies to achieve a goal.
- Candidates effectively use technology.

### University Policies

**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 in the student handbook.

**ADA Accommodations:** SRSU Accessibility Services. Sul Ross State University (SRSU) is committed to equal access in compliance with the 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. Students seeking accessibility/accommodations services must contact Mrs. Mary Schwartze Grisham, LPC, SRSU's Accessibility Services Director or Ronnie Harris, LPC, Counselor, at 432-837-8203 or email [mschwartze@sulross.edu](mailto:mschwartze@sulross.edu) or [ronnie.harris@sulross.edu](mailto:ronnie.harris@sulross.edu). Our office is located on the first floor of Ferguson Hall, room 112, and our mailing address is P.O. Box C122, Sul Ross State University, Alpine, Texas, 79832.

**Early Alert:** As encouraged by Sul Ross State University, this course will be using the Early Alert notification system. Early Alert is a system for identifying students who are having difficulties in each course. The goal of the Early Alert system is not to penalize students but rather to address problems—incomplete work, attendance, test scores, etc.—they may be experiencing. By addressing these issues early in the semester, the hope is that students will be able to take the necessary steps to improve their standing. Student involvement is essential; you must keep up—doing so will provide benefits in terms of your grades and will be excellent preparation for life after college.

**Academic Integrity:** Students in this class are expected to demonstrate scholarly behavior and academic honesty in the use of intellectual property. Students should submit work that is their own and avoid the temptation to engage in behaviors that violate academic integrity, such as 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. Students should also avoid using open AI sources ***unless permission is expressly given*** for an assignment or course. Violations of academic integrity can result in failing assignments, failing a class, and/or more serious university consequences. These behaviors also erode the value of college degrees and higher education overall.

**Classroom Climate of Respect:** Importantly, this class will foster free expression, critical investigation, and an 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.

**Counseling:** Sul Ross has partnered with Timely Care where all SR students will have access to nine free counseling sessions. You can learn more about this 24/7/365 support by visiting [Timelycare/SRSU](https://timelycare/srsu). The SR Counseling and Accessibility Services office will continue to offer in-person counseling in Ferguson Hall room 112 (Alpine campus), and telehealth Zoom sessions for remote students and RGC students.

**Libraries:** The Bryan Wildenthal Memorial Library and Archives of the Big Bend in Alpine offer 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/](https://library.sulross.edu/). Off-campus access requires logging in with your LoboID 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 by phone (432-837-8123).

No matter where you are based, public libraries and many academic and special libraries welcome the general public into their spaces for study. SRSU TexShare Cardholders can access additional services and resources at various libraries across Texas. Learn more about the TexShare program by visiting [library.sulross.edu/find-and-borrow/texshare/](https://library.sulross.edu/find-and-borrow/texshare/) or ask a librarian by emailing [srsulibrary@sulross.edu](mailto:srsulibrary@sulross.edu).

Mike Fernandez, SRSU Librarian, is based in Eagle Pass (Building D-129) to offer specialized library services to students, faculty, and staff. Utilize free services such as InterLibrary Loan (ILL), ScanIt, and Direct Mail to get materials delivered to you at home or via email.

**Supportive Statement:** I aim to create a learning environment for my students that supports various perspectives and experiences. I understand that the recent pandemic, economic disparity, and health concerns, or even unexpected life events may 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 a supportive 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.

### **Tutoring Center**

[The Lobo Den Tutoring Center](#) offers FREE tutoring support to help you excel in your courses. Whether you need assistance in Writing, Math, Science, or other subjects, we're here to help!

#### **Important Information:**

**Drop-in and Scheduled Appointments:** Flexible options to fit your needs.

**Hours of Operation:** Monday–Friday, 8:00 AM – 5:00 PM.

**Workshops:** Attend our regularly hosted academic workshops on STEM topics and professional development, often in collaboration with specialized faculty.

**Location:** BWML Room 128.

**Contact Us:** For more information or to book an appointment, email [tutoring@sulross.edu](mailto:tutoring@sulross.edu) or call (432) 837-8726.

### **Looking for additional support?**

**Tutor.com** offers FREE 24/7 online tutoring in over 200 subjects, including specialized support for ESL and ELL learners with native Spanish-speaking tutors.

**Access Tutor.com via Blackboard:** Log in to your Blackboard account to get started anytime, anywhere.

Take advantage of these valuable resources to boost your confidence and performance in your classes. We look forward to helping you succeed!

**Blackboard Support:** The SRSU Blackboard Online Support Desk is where you can direct all your Blackboard technical questions such as problems submitting a document to an assignment, trouble getting videos to play, or dealing with a technical error in your Blackboard course. The Blackboard technical support desk is open 24 hours a day/7 days a week for your convenience. To reach the support desk: By calling 888.837.6055  
Via email [blackboardsupport@sulross.edu](mailto:blackboardsupport@sulross.edu)

Other Tech Support

Microsoft Tech Support Center <https://support.microsoft.com/en-us/contactus/>

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### Specific Course Requirements

**Class Participation 100 points:** Students are expected to attend class meetings and participate in class discussions. The candidate will demonstrate excellent participation, offer analysis and synthesis of article readings, and add to the development of ideas.

**Attendance 100 points:** Attendance will be part of your grade. Students are required to **TURN ON** their Cameras at all times except during break intervals. If Camera is not kept on through out the whole class you will not receive FULL credit for that day. I will be taking Attendance at the end of class.

**All Written Assignments:** To comply with course standards and requirements all written assignments should reflect all aspects of the project, be free of grammatical errors, well organized, and *typed double-spaced using a 12-point Times New Roman font*. All written assignments that contain references should follow the guidelines indicated by the Publication Manual of the American Psychological Association (7th edition).

**Discussion Boards (5@20 points each =100 points):** Students will engage in five discussion boards based on textbook or article content. Students will respond to a prompt of a minimum of 150-word max 400 words written response. Students will then respond to at least one classmate's post extending the conversation. In writing your response, strive to have a conversation, a beneficial exchange between professional colleagues. Ask questions, offer suggestions, make comments, give your opinions, and generally react to what your classmates have written. You will not be credited for simply agreeing with someone or telling them how much you like what they wrote. Look critically for the opportunity to share your knowledge and fill in misunderstandings.

**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 that 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.

**Quizzes/ Check for Understanding 100 points:** There are quizzes or checks for understanding in some Modules over the content provided. Questions will be in essay format and multiple choice. Questions are pulled from module assessments and readings.

**Flip through Journal 100 points:** Students are required to turn in a journal reflection on the notes they have taken throughout the course. Students will then submit a short flip through video explaining their journal. You will not receive full credit if journal is not organized.

**Disability Pamphlet (100 points):** Students will research one disability area and create a pamphlet that would aid parents in understanding the disability. The pamphlet should include the following: definition of the disability, characteristics of the disability, accommodations and/or modifications for the disability, tips for parents, and any other information you feel would be important for parents to know.

**Special Education Vignette (100 points):** Students will read a case study vignette about a student with an IEP. Students will then answer a variety of questions based on the case-study vignette. Answers should be detailed and written in complete sentences.

**Research Paper (100 points):** Students will write a 4-8 research paper in APA style. Students will choose one of the 13 recognized learning disabilities examining their characteristics, underlying neurological factors, and the impact they have on learning and academic achievement.

**Council for Exceptional Students Activity (5@20 Points each):** Each student will be required to read and review articles regarding exceptional children, disabilities, and/or inclusion, etc. and answer the reflection questions of the activity.

**Creating an IEP (100 points each):** You must create an IEP (intervention) plan using the CASE STUDY document provided. Plan for each section under the Intervention Plan.

Explain the type of activity you would plan for student accommodations/ modifications, etc.

**Midterm 100 Points:** The midterm will include material covered in the first half of this class. The exam will be multiple choice, short answers, and essay questions. More information will be forthcoming.

**Final Exam (100 points):** Student will take a comprehensive final exam over course material same rules apply as the midterm exam.

### Course Assignments and Schedule

*Assignments are due by 11:59PM (CT) on the due date. Late work will not be accepted.*

| Module               | Assignments                                                                                                                                                                 | Due Date |
|----------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------|
| Week 1: Module 1     | Class Introductions, Syllabus, Course Description - Introduction to Disabilities<br><b>Module 1: An Introduction to Special Education</b><br>Quiz Module 1<br>Discussion #1 | 09/06/26 |
| Week 2: Module 1 & 2 | <b>Module 1: Cont. An Introduction to Special Education</b><br><b>Module 2: Making Special Education Work</b><br>Quiz Module 1 & 2<br>CES Activity #1                       | 09/13/26 |
| Week 3 Module 2 & 3  | <b>Module 2: Cont. Making Special Education Work</b><br><b>Module 3: Risk Factors and Early Intervention</b><br>Quiz Module 2 & 3<br>Discussion Topic #2                    | 09/20/26 |
| Week 4: Module 4     | <b>Module 4: Families of Children with Disabilities</b><br>Quiz Module 4<br>CES Activity #2                                                                                 | 09/27/26 |
| Week 5: Module 5     | <b>Module 5: Children with Learning Disabilities</b><br>Quiz Module 5<br>Discussion #3<br>Special Education Vignette                                                        | 10/04/26 |

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|-----------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------|
| Week 6: Module 6      | <b>Module 6: Children with Intellectual Disabilities</b><br>Quiz Module 6<br>CES Activity #3                                                                                                  | 10/11/26 |
| Week 7: Module 7 & 8  | <b>Module 7: Children with Severe Disabilities</b><br>Quiz Module 7<br>Discussion #4<br>Disability Pamphlet<br><b>Module 8: Children with Behavior Disabilities.</b><br><b>Midterm Review</b> | 10/18/26 |
| <b>Midterm</b>        | <b>Midterm</b>                                                                                                                                                                                | 10/25/26 |
| Week 9: Module 9 & 10 | <b>Module 9: Children with Autism Spectrum</b><br><b>Module 10: Children with Communication Disorders</b><br>Create an IEP<br>Quiz: Modules 9 & 10                                            | 11/01/26 |
| Week 10: Module 11    | <b>Module 11: Children who are DHH</b><br>Quiz Module 11<br>CES Activity #4                                                                                                                   | 11/08/26 |
| Week 11: Module 12    | <b>Module 12: Children who are Blind/Low Vision</b><br>Quiz: Module 12<br>Discussion #5                                                                                                       | 11/15/26 |
| Week 12: Module 13    | <b>Module 13: Children with Physical Disabilities and Health Impairments</b><br>Research Paper<br>Quiz: Module 13                                                                             | 11/22/26 |
| Week 13: Module 14    | <b>Module 14: Gifted &amp; Talented</b><br>Flip-through Journal<br>CES Activity #5<br>Quiz: Module 14                                                                                         | 11/29/26 |
| Week 14: Final        | <b>Final Exam</b>                                                                                                                                                                             | 12/06/26 |

*This course syllabus is intended to be a guide and may be amended at any time.*

### Grading Policy:

No late work is accepted without prior approval from the instructor. If you have an emergency, please email me as soon as possible to discuss options. ALL late work will be reduced and will not receive full grade/points possible. If student has not communicated needs with instructor, the assignment will be scored 0.

### Grading Scale:

A = 90-100%  
B = 80-89%  
C = 70-79%  
D = 60-69%  
F = less than 60%



This Course was self-assessed using the Quality Matters Higher Education Rubric