



EDUA/EDSR 4306 Survey of Exceptional Children Summer II 2025 Syllabus

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Course Description

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

Required Text

Leech, J. (2025). Empowering abilities: A comprehensive guide for supporting people with disabilities. AdaptEd 4 Special Ed, Inc.

ISBN: 978-1-966230-03-8

<https://shop.adapted4specialed.com/>

Student Learning Outcomes

- SLO 1- Discuss special education, including definitions, basic legal requirements, and the history and development of the field.
- SLO 2- Define each exceptionality and describe its characteristics.
- SLO 3- Identify the steps in the special education referral process.
- SLO 4- Detail placement and services for students with disabilities.

Marketable Skills

1. Candidates will acquire public speaking skills to a variety of audiences.
2. Candidates will acquire writing skills for lesson plans and other scholarly documents.
3. Candidates will acquire organizational skills to effectively manage time and meet deadlines.
4. Candidates understand human growth and development.
5. Candidates recognize the influence of diverse social-cultural factors.
6. Candidates utilize multiple methods and strategies to achieve a goal.
7. Candidates effectively use technology.

Course Format

This is a hybrid course, meaning there is live instruction and asynchronous work. ALL students will attend class via Blackboard Collaborate for live instruction once a week. You will find all course information and assignments in Blackboard. The course contains module readings, videos, discussions, quizzes, and written assignments. Instruction will be delivered through lecture notes, Bb collaboration, and individual/group discussions. **This is a summer course which means it is fast paced. It is very important you do not fall behind and that you regularly check your email and Blackboard for communication.**

Course Expectations

The instructor will:

- ⇒ Provide weekly communication and check-ins with students via announcements, videos, or email.
- ⇒ Be available during office hours posted in syllabus.
- ⇒ Respond to student emails within 24-48 hours of receipt during the hours of 9:00AM-5:00PM, Monday-Friday. Weekend communication will occur as available.
- ⇒ Provide grades/feedback to assignments within one week of the submission due date.
- ⇒ Provide clear and concise instructions on how to complete the online course requirements. Rubrics will be provided when they apply.
- ⇒ Provide a range of opportunities to engage in the course content in a meaningful way.
- ⇒ Listen to student feedback and adjust the course as needed to meet the needs of the students.

The successful student:

- ⇒ Will familiarize themselves with the course syllabus, policies, assessments, evaluation, grading criteria, and course design.
- ⇒ Will complete all coursework on assigned due date. If work cannot be completed by the due date due to illness, injury, family emergencies, etc., the student will make arrangements with the professor prior to the due date.
- ⇒ Will engage in the course, with their peers, and the instructor with open communication and active participation.
- ⇒ Will be respectful in their communication with the professor and classmates.
- ⇒ Will respond to professor communication in a timely manner.
- ⇒ Will not plagiarize and will demonstrate integrity in all their work.
- ⇒ Will be proactive and resourceful to problem solve in case of internet or technical issues.

Course Assignments

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).*

Disability Pamphlet (100 points):

Students will research a disability and then 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.

Discussion Boards (4@25 points=100 points):

Students will engage in four discussion boards based on textbook content. Students will respond to a prompt either with a 2–5-minute video or a minimum of 250-word written response. Students will then respond to at least one classmates' post extending the conversation.

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.

Final Exam (100 points):

Student will take a comprehensive final exam over course material.

Grading Policy

No late work accepted without prior approval from the instructor. If you have a dyer emergency and cannot get your work in by the deadline, please email me as soon as possible, so we can discuss the ramifications. ALL late work grades will be reduced and will not receive the full grade/points. If there is no communication about the late work, the grade will be a 0.

Grading Scale:

A= 90-100%

B= 80- 89%

C= 70- 79%

D= 60- 69%

F= less than 69%

University and Course Policies

ADA Statement

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 Schwartz Grisham, LPC, SRSU's Accessibility Services Director or Ronnie Harris, LPC, Counselor, at 432-837-8203 or email mschwartz@sulross.edu or ronnie.harris@sulross.edu. RGC students can also contact Alejandra Valdez, at 830-758-5006 or email alejandra.valdez@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.

Counseling

Sul Ross has partnered with TimelyCare where all SR students will have access to nine free counseling sessions. You can learn more about this 24/7/356 support by visiting [Timelycare/SRSU](https://www.timelycare.com/sulross). 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.

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. 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), 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.

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.

19 TAC §228.57(b): The curriculum is research-based. TEA Evidence: Syllabi/course outlines with bibliographies/references.

American Psychological Association (2020). Publication manual of the American psychological association (7th ed.). Washington, DC.

Leech, J. (2025). Empowering abilities: A comprehensive guide for supporting people with disabilities. AdaptEd 4 Special Ed, Inc.

Course Assignments & Schedule

Assignments are due by 10:00PM (CT) on the due date.

Module Description	Lecture Schedule	Required Readings	Assignments & Assessments
<p>Module 1: Understanding Individuals with Disabilities</p> <p><i>Module 1 will introduce disabilities, learning differences, and developmental disorders. We will explore the difference between those terms and the importance of understanding and supporting individuals with diverse needs.</i></p> <p>July 7th – July 20th</p>	<p>7/10/25 Topics covered include:</p> <ul style="list-style-type: none"> review of syllabus, course expectations, etc. learn the difference between the term disabilities, learning differences, and developmental disorders learn the importance of understanding and supporting individuals with diverse needs understand difference between accommodations and modifications <p>7/17/25 Topics covered include:</p> <ul style="list-style-type: none"> learn about a variety of disabilities and disorders 	<p>Textbook</p> <ul style="list-style-type: none"> Read pgs. 6-83 <p>Videos</p> <ul style="list-style-type: none"> watch videos posted under Module 1 	<ul style="list-style-type: none"> Review Syllabus Discussion Board #1: <i>Explain the difference between accommodations and modifications. Due July 13th</i> Disability Pamphlet Due July 20th
<p>Module 2: Strategies for Managing Specific Challenges</p> <p><i>Module 2 will explore strategies for managing specific challenges. Students will learn about educational and behavioral strategies</i></p>	<p>7/24/25 Topics covered include:</p> <ul style="list-style-type: none"> strategies for managing specific challenges explore examples of educational strategies explore examples of behavioral strategies 	<p>Textbook</p> <ul style="list-style-type: none"> Read pgs. 84-120 <p>Videos</p> <ul style="list-style-type: none"> watch videos posted under Module 2 	<ul style="list-style-type: none"> Discussion Board #2: <i>Discuss your understanding of one educational and one behavioral strategy used for managing specific challenges. Due July 27th</i>

Module Description	Lecture Schedule	Required Readings	Assignments & Assessments
<p><i>along with assistive technology and tools. Students will also learn about the importance of data collection.</i></p> <p>July 21st – July 27th</p>	<ul style="list-style-type: none"> • explore emotional support and mental health interventions • learn strategies for data collection 		
<p>Module 3: Navigating the School System</p> <p><i>Module 3 will explore the chain of command in the school system as well as the role of paraprofessionals.</i></p> <p>July 28th – Aug. 3rd</p>	<p>7/31/25 Topics covered include:</p> <ul style="list-style-type: none"> • explore the chain of command in the school system • learn the role of the paraprofessional • explore best practices for paraprofessionals • understand the impact of the classroom environment 	<p>Textbook</p> <ul style="list-style-type: none"> • Read pgs. 121-129 <p>Videos</p> <ul style="list-style-type: none"> • watch videos posted under Module 3 	<ul style="list-style-type: none"> • Discussion Board #3: <i>Explain the role of a paraprofessional and how you would ensure you work as a team in the classroom.</i> Due Aug. 1st • Special Education Vignette Due Aug. 3rd
<p>Module 4: Understanding the Referral Process and IEP</p> <p><i>Module 4 will explore the referral process, what an IEP is, and basic legal requirements.</i></p> <p>Aug. 4th – Aug. 13th</p>	<p>8/7/25 Topics covered include:</p> <ul style="list-style-type: none"> • identify the steps in the special education referral process. • understand placement and services for students with disabilities • understand basic legal requirements 	<p>Articles</p> <ul style="list-style-type: none"> • read articles in Module 4 <p>Videos</p> <ul style="list-style-type: none"> • watch videos posted under Module 4 	<ul style="list-style-type: none"> • Discussion Board #4: <i>Summarize the referral process and discuss your understanding of an IEP.</i> Due Aug. 10th • Final Exam Due Aug. 12th

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