Note:

Course content may be changed, term to term, without notice. The information below is provided as a guide for course selection and is not binding in any form, and should not be used to purchase course materials.
COURSE SYLLABUS
EDSP 370
INTERVENTION FOR STUDENTS WITH INTELLECTUAL DISABILITIES

COURSE DESCRIPTION
This course is a study of the characteristics of children and adolescents with intellectual disabilities (ID). Interventions for working with the individuals in schools, church and community settings will be addressed as well as preparing adolescents who are ID for transition into adulthood.

RATIONALE
Special education is an area that is continuing to expand and change in many ways. It is of utmost importance that classroom and special education teachers focusing on teaching those diagnosed as having intellectual disabilities stay as current as possible on these changes, many of which will have a direct impact on how they will meet the needs of the students with disabilities they will serve. Specifically, the needs of children with intellectual disabilities lie in the areas of general academics, social and life skills, and vocational and community integration planning.

I. PREREQUISITE
For information regarding prerequisites for this course, please refer to the Academic Course Catalog.

II. REQUIRED RESOURCE PURCHASE
Click on the following link to view the required resource(s) for the term in which you are registered: http://bookstore.mbsdirect.net/liberty.htm

III. ADDITIONAL MATERIALS FOR LEARNING
A. Computer with basic audio and video equipment
B. Internet access (broadband recommended)
C. Microsoft Office and Excel

IV. MEASURABLE LEARNING OUTCOMES
Upon successful completion of this course, the student will be able to:
A. Identify various characteristics attributed to individuals diagnosed with mental retardation.
B. Synthesize preventative and treatment implications from the body of knowledge in this field.
C. Identify specific etiological factors in the causation of mental retardation.
D. Assess current trends on populations served, forms of service delivery and supports, and influence of legal issues to this constituency.

E. Relate basic programming concepts to the education of preschool, school-aged, and adolescents who are disabled.

F. Develop documents required in the special education classroom.

G. Identify key transitional stages for persons with disabilities and discuss related needs.

V. **COURSE REQUIREMENTS AND ASSIGNMENTS**

A. Textbook readings and lecture presentations/notes

B. Course Requirements Checklist

   After reading the Syllabus and [Student Expectations](#), the student will complete the related checklist found in Module/Week 1.

C. Discussion Board Forums (5)

   Discussion boards are collaborative learning experiences. Therefore, the candidate will submit a thread in response to the instructor’s prompt provided in each Discussion Board Forum. The candidate will then substantially reply to at least 2 other candidates’ threads. The thread must be 200–500 words, and each reply must be 100–500 words.

D. Article Review

   The candidate will review 1 article (published within the last 5 years) on current trends in education concerning ID. A 2-page, double-spaced paper will be submitted. The first page will contain a summary of the article. The second page will contain the candidate’s reflection on the content of the article. Complete assignment instructions and a rubric can be found in Blackboard.

E. Lesson Plans (2)

   The candidate will complete 2 lesson plans for an individual or individuals with ID. The template provided in this course must be used for this assignment. Detailed assignment instructions and rubrics can be found in Blackboard.

F. Individualized Educational Plan (IEP)

   The candidate will produce an Individualized Educational Plan addressing a specific, case-based student’s educational and behavioral needs. Complete assignment instructions are provided in Blackboard. This assignment builds on itself as new components of the IEP are introduced in Modules/Weeks 4, 6, and 8.

G. Individualized Transition Plan (ITP)

   Candidates will produce an Individualized Transition Plan addressing a student’s specific, case-based, post-educational planning needs (life skills, vocational skills, community skills, and academic needs). Complete assignment instructions and a rubric can be found in Blackboard.
H. Tests (4)

The candidate will complete 4 tests throughout the course. The tests are open-book/open-notes and are timed. Each test contains 20 questions with a time limit of 30 minutes. The instructor reserves the right to penalize candidates who go over the allotted time limit when taking each exam.

VI. COURSE GRADING AND POLICIES

A. Points

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course Requirement Checklist</td>
<td>10</td>
</tr>
<tr>
<td>Discussion Board Forums (5 at 40 pts ea)</td>
<td>200</td>
</tr>
<tr>
<td>Article Review</td>
<td>100</td>
</tr>
<tr>
<td>Lesson Plans (2 at 100 pts ea)</td>
<td>200</td>
</tr>
<tr>
<td>IEP 1</td>
<td>75</td>
</tr>
<tr>
<td>IEP 2</td>
<td>75</td>
</tr>
<tr>
<td>Individualized Transition Plan (ITP)</td>
<td>50</td>
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<tr>
<td>IEP 3</td>
<td>100</td>
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<tr>
<td>Tests (4 at 50 pts ea)</td>
<td>200</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>1010</strong></td>
</tr>
</tbody>
</table>

B. Scale

A = 900–1010  B = 800–899  C = 700–799  D = 600–699  F = 0–599

C. LiveText Submission Policy

Assignments that are to be submitted to LiveText must be submitted there in order to receive credit for them. This includes assignments that are also submitted in Blackboard, including those submitted to SafeAssign.

D. Late Assignment Policy

If the student is unable to complete an assignment on time, then he or she must contact the instructor immediately by email.

Assignments that are submitted after the due date without prior approval from the instructor will receive the following deductions:

1. Late assignments submitted within one week of the due date will receive a 10% deduction.
2. Assignments submitted more than one week late will receive a 20% deduction.
3. Assignments submitted two weeks late or after the final date of the course will not be accepted.
4. Late Discussion Board threads or replies will not be accepted.

Special circumstances (e.g., death in the family, personal health issues) will be reviewed by the instructor on a case-by-case basis.

E. Person First Terminology
IDEA 1990 establishes a level of respect that we are to give to people with disabilities. This includes using person first terminology. In this course, as with all references made, the person should be stated before the disability. For example, we should say “student with a disability,” not “disabled student.” Person first terminology is expected to be used throughout this course. Failure to do so will result in deduction of points.

F. Disability Assistance

Students with a documented disability may contact Liberty University Online’s Office of Disability Academic Support (ODAS) at LUOODAS@liberty.edu to make arrangements for academic accommodations. Further information can be found at www.liberty.edu/disabilitysupport.
**COURSE SCHEDULE**

**EDSP 370**

Textbooks:  

<table>
<thead>
<tr>
<th>WEEK/MODULE</th>
<th>READING &amp; STUDY</th>
<th>ASSIGNMENTS</th>
<th>POINTS</th>
</tr>
</thead>
</table>
| 1           | Drew: chs. 1–2 2 presentations | Course Requirements Checklist  
Class Introductions  
Discussion Board Forum 1 | 10  
0  
40 |
| 2           | Drew: chs. 5–6 1 presentation | Discussion Board Forum 2  
Article Review  
Test 1 | 40  
100  
50 |
| 3           | Drew: chs. 7–8 3 presentations | Discussion Board Forum 3  
Lesson Plan 1 (Academic) | 40  
100 |
| 4           | Gibb: Parts 1–6 1 presentation | Individualized Educational Plan 1  
Test 2 | 75  
50 |
| 5           | Drew: chs. 9–11 1 presentation | Discussion Board Forum 4  
Lesson Plan 2 (Functional) | 40  
100 |
| 6           | Drew: chs. 3–4 | Individualized Educational Plan 2  
Test 3 | 75  
50 |
| 7           | Gibb: ch. 7 2 presentations | Discussion Board Forum 5  
Individualized Transition Plan | 40  
50 |
| 8           | Drew: chs. 12–13 | Individualized Educational Plan 3  
Test 4 | 100  
50 |

**TOTAL** 1010

**NOTE:** Each course week (except week 1) begins on Tuesday morning at 12:00 a.m. (ET) and ends on Monday night at 11:59 p.m. (ET). The final week ends at 11:59 p.m. (ET) on Friday.