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.
EDSP 420 COURSE SYLLABUS
CURRENT TRENDS IN SPECIAL EDUCATION

COURSE DESCRIPTION
This course is designed to expose teacher candidates to a variety of special education related topics including legal/ethical issues, documentation procedures, development of Individual Education Plan (IEP) and IFSP (Individualized Family Service Plans) as well as models of service delivery and collaboration that can be used in school, church and community settings.

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 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.

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

II. REQUIRED RESOURCE PURCHASES
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/video output equipment
B. Internet access (broadband recommended)
C. Microsoft Office

IV. MEASURABLE LEARNING OUTCOMES
Upon successful completion of this course, the candidate will be able to:
A. Describe special education procedures and services eligibility requirements.
B. Explain how to effectively collaborate with parents, paraprofessionals, and other teachers.
C. Recognize special needs of students that do not fall into the federally recognized Disability Categories, i.e., students protected by Section 504, students who are gifted and talented, and students from culturally diverse backgrounds.
D. Differentiate instruction for students with disabilities in various settings.
E. Explain the Response To Intervention process.

F. Explain how Functional Behavior Assessments and Behavior Intervention Plans can help address individual behaviors.

G. Discuss how one’s biblical worldview relates to special education practice.

V. COURSE REQUIREMENTS AND ASSIGNMENTS

A. Textbook readings and lecture presentations

B. Course Requirements Checklist

   After reading the Course Syllabus and Student Expectations, the student will complete the related checklist found in Module/Week 1.

C. Discussion Board Forums (7)

   There are 7 graded Discussion Board Forums throughout the course. Discussion boards are collaborative learning experiences. Therefore, the purpose of the Discussion Board Forums is to generate interaction among candidates in regard to relevant current course topics. The candidate is required to post 1 thread of at least 250 words and 2 substantive replies of at least 150 words. All discussion board posts are to be completed in current APA format and assertions must be supported with at least 2 citations, which can include the textbook, Bible, and journal articles.

D. Journal Article Reviews (5)

   During this course, the candidate will write a total of 5 reviews based on current professional journal articles of special education. Each review must be 1-page, double-spaced, and follow proper APA formatting.

E. FBA Workbook Summary

   The candidate will write a 2-page summary discussing the Functional Behavior Assessment (FBA) process. The candidate must include his/her experience built from completing the workbook.

F. Special Educator Interview

   The candidate will interview a Special Educator to learn about their roles and responsibilities. After completing the interview, the candidate will write a 1-page summary of the interview.

G. Behavior Intervention Plan

   The candidate will produce a full Behavior Intervention Plan (BIP) and write an essay describing what processes would follow after completing the intervention strategies discussed.

H. Quizzes (7)

   Each quiz will be open-book/open-notes and will include 20 multiple-choice questions covering the information studied throughout the specified modules/weeks. The student will have 45 minutes to complete each quiz.
VI. COURSE GRADING AND POLICIES

A. Points

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points</th>
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<tbody>
<tr>
<td>Course Requirement Checklist</td>
<td>10</td>
</tr>
<tr>
<td>Discussion Board Forums (7 at 40 pts ea)</td>
<td>280</td>
</tr>
<tr>
<td>Journal Article Reviews (5 at 50 pts ea)</td>
<td>250</td>
</tr>
<tr>
<td>FBA Workbook Summary</td>
<td>50</td>
</tr>
<tr>
<td>Special Educator Interview</td>
<td>50</td>
</tr>
<tr>
<td>Behavior Intervention Plan</td>
<td>130</td>
</tr>
<tr>
<td>Quizzes (5 at 40 pts ea; 2 at 20 pts ea)</td>
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<td><strong>Total</strong></td>
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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. 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 420**


## Module/Week | Reading & Study | Assignments | Points |
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<tbody>
<tr>
<td>1</td>
<td>Friend &amp; Bursuck: chs. 1–2 3 presentations 1 website</td>
<td>Course Requirements Checklist Class Introductions DB Forum 1 Quiz 1</td>
<td>10 0 40 40</td>
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<tr>
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<tr>
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<td>40 50 20</td>
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<td>40 50 40</td>
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<td>DB Forum 5 Journal Article Review 4 Quiz 5</td>
<td>40 50 40</td>
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<td>Friend &amp; Bursuck: chs. 10–11 1 presentation</td>
<td>DB Forum 6 Journal Article Review 5 Quiz 6</td>
<td>40 50 40</td>
</tr>
<tr>
<td>7</td>
<td>Friend &amp; Bursuck: ch. 12 1 presentation</td>
<td>DB Forum 7 FBA Workbook Summary Quiz 7</td>
<td>40 50 20</td>
</tr>
<tr>
<td>8</td>
<td>Oneill: entire text 1 presentation Jackson FBA</td>
<td>Special Educator Interview Behavior Intervention Plan</td>
<td>50 130</td>
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</tbody>
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**Total** 1010

DB = Discussion Board

**NOTE:** Each course module/week (except Module/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 module/week ends at 11:59 p.m. (ET) on **Friday**.