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
EDUC 521
FOUNDATIONS OF EXCEPTIONALITY

COURSE DESCRIPTION
A comprehensive course dealing with the characteristics of children and youth with disabilities and topics related to models of service delivery, documentation procedures, and legal/ethical issues. Recommended as the first special education course.

RATIONALE
It is imperative that all educators are prepared to deal with the special needs of exceptional students. Ministering to those in need is the professional responsibility and the spiritual mandate for every Christian. “Inasmuch as ye have done it unto one of the least of these my brethren, ye have done it unto me” (Matthew 25:40b, KJV).

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/video output equipment
B. Internet access (broadband recommended)
C. Microsoft Office

IV. MEASURABLE LEARNING OUTCOMES
Upon successful completion of this course, the student will be able to:
A. Identify the conceptual and biblical basis of special education.
B. Recognize the legal requirements concerning students with exceptionalities.
C. Identify the characteristics of various categories of exceptionality.
D. Develop intervention strategies for students with exceptionalities.
E. Complete a field experience in special education settings.
F. Research current professional literature on special education.
V. COURSE REQUIREMENTS AND ASSIGNMENTS

A. Textbook readings and lecture presentations/notes

B. Course Requirements Checklist

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

C. Discussion Board Forums (2)

Discussion boards are collaborative learning experiences. Therefore, the candidate is required to provide a thread in response to the provided prompt for each forum. Each thread must be at least 400 words and demonstrate course-related knowledge. The thread must cite at least 1 source in current APA format. In addition to the thread, the candidate is required to reply to 1 other classmate’s thread. The reply must be at least 250 words and must cite at least 1 source using current APA format. The course textbooks, the Bible, and scholarly journal articles may be used as sources. (MLO: A, B, C)

D. MAT/MED Core Advising Guide Quiz

The candidate will review the School of Education Advising Guide and complete a brief multiple-choice quiz.

E. Workbook Summary

After completing the Gibb and Dyches workbook, the candidate will complete a summary of at least 150 words for the introduction and each of the 7 required sections of the IEP writing process (for a total of at least 1,200 words). The summary must be formatted according to current APA style to include a title page and reference page. (MLO: A)

F. Case Scenarios (2)

The candidate will view the assigned materials and complete 2 case scenarios, addressing each of the questions provided on the Cengage MindTap website. No citations are required for this assignment.

G. IEP Goals

After reviewing the assigned study resources and course presentations, the candidate will use the provided Present Level of Academic Achievement and Functional Performance (PLAAFP) to write 3 standard-based IEP goals specific to Reading and Decoding (SOLs 2.5 – 2.10). (MLO: D)

H. Field Experience Plan

The candidate will submit when and where he/she plans to complete the field experience by completing the Field Experience Plan for instructor review.

I. Video Case Responses (3)

The candidate will complete 3 Video Case Responses of at least 300 words each. Each Video Case Response will also address a biblical worldview application question. No citations are required for this assignment.
J. Experience Interview

Using the provided questionnaire, the candidate will interview an adult with special needs or an adult family member of someone with special needs to inquire about his/her school experiences. The candidate is responsible for locating this person and must not contact the School of Education Field Office. Afterwards, the candidate must write an interview summary of at least 500 words and a conclusion of at least 500 words in current APA format. The summary must include at least 1 journal article citation and course textbook as references. (MLO: A)

K. Field Experience Report

Ten hours of observation in a classroom or community setting are required for this course. The candidate must spend time working with students with disabilities, completing a log of hours, and summarizing the experience in a 500–750-word paper. Current APA format is required for this assignment. (MLO: E)

L. Final: IEP

An IEP will be completed using a provided Present Level of Academic Achievement and Functional Performance (PLAAFP). While the length of a completed IEP will vary, the candidate must complete all parts of the provided template form, which includes 3 written standards-based goals, a list of 5 accommodations/modifications appropriate to the student in the provided scenario, and an explanation of the placement decision. (MLO: A, C, D)

M. Chapter Quizzes and VDOE LD Guidelines Quiz (14)

Throughout the course, the candidate will complete quizzes that correspond with the Reading & Study materials. All quizzes are open-book/open-notes and contain 15 multiple-choice questions. The candidate will have 1 hour and 30 minutes to complete each quiz successfully. (MLO: A, B, C)

VI. COURSE GRADING AND POLICIES

A. Points

| Course Requirements Checklist       | 10 |
| Discussion Board Forums (2 at 30 pts ea) | 60 |
| MAT/MED Core Advising Guide Quiz    | 0  |
| Workbook Summary                   | 70 |
| Case Scenario (2 at 100 pts ea)     | 200|
| IEP Goals                          | 50 |
| Field Experience Plan              | 15 |
| Video Case Response (3 at 30 pts ea)| 90 |
| Experience Interview               | 100|
| Field Experience Report            | 100|
| Final: IEP                         | 105|
| Chapter Quizzes and VDOE LD Guidelines Quiz (14 at 15 pts ea) | 210|

**Total** 1010
B. Scale

D- = 730–749  F = 0–729

C. 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.

D. LiveText Submission Policy

All LiveText assignments must be submitted to LiveText in order for the candidate to receive credit for them in Blackboard.

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.
# EDUC 521 Course Syllabus

Textbooks:

## Course Schedule

### Module/Week | Reading & Study | Assignments | Points
--- | --- | --- | ---
1 | Ackerman: G–U Gibb & Dyches: Preface–Step 2 Kirk et al.: chs. 1–2 3 presentations 2 Cengage video cases | Course Requirements Checklist Class Introductions DB Forum 1 Journal Article Review 1 MAT/MED Core Advising Guide Quiz Chapter Quiz 1 | 10 0 30 40 0 15 |
2 | Ackerman: G–U Gibb & Dyches: Step 3–Step 7 4 presentations 1 lecture notes 2 websites | DB Forum 2 Workbook Summary Chapter Quiz 2 | 30 50 15 |
3 | Kirk et al.: ch. 3 4 presentations 1 Cengage video case | IEP Goals Field Experience Plan Chapter Quiz 3 | 50 15 15 |
4 | Ackerman: I–E Kirk et al.: chs. 4–5 2 presentations 2 Cengage video cases 1 website | Video Case Response 1 Journal Article Review 2 Chapter Quiz 4 Chapter Quiz 5 | 50 40 15 15 |
5 | Ackerman: I–E Kirk et al.: chs. 6–7 1 presentation 2 Cengage video cases 1 PDF | Video Case Response 2 Journal Article Review 3 Chapter Quiz 6 Chapter Quiz 7 VDOE LD Guidelines Quiz | 50 40 15 15 15 |
6 | Kirk et al.: chs. 8–9 2 presentations 2 Cengage video cases | Video Case Response 3 Journal Article Review 4 Chapter Quiz 8 Chapter Quiz 9 | 50 40 15 15 |
7 | Kirk et al.: chs. 10–11 2 presentations 2 Cengage video cases | Experience Interview Chapter Quiz 10 Chapter Quiz 11 | 100 15 15 |
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<tr>
<th>MODULE/WEEK</th>
<th>READING &amp; STUDY</th>
<th>ASSIGNMENTS</th>
<th>POINTS</th>
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| 8          | Kirk et al.: chs. 12–13  
3 presentations  
1 Cengage photo case  
1 Cengage video case | Field Experience Report  
Final IEP  
Chapter Quiz 12  
Chapter Quiz 13 | 100  
105  
15  
15 |
|            | Total          |                     | 1010  |

DB = Discussion Board

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