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 410
INSTRUCTIONAL ADAPTATION FOR SPECIAL EDUCATION

COURSE DESCRIPTION
Teacher candidates will apply intervention strategies for adapting curriculum materials and methods to fit individual needs in various school, church and community settings. Focus will be on students with mild and moderate disabilities.

RATIONALE
It is inevitable that within every classroom there will be individuals with disabilities that limit their potential to achieve academic success through traditional approaches. Therefore, it is extremely important for the teacher to know first how to determine the needs of such individuals and then know what modifications or instructional approaches to incorporate to help disabled students to be successful. The intent of this course is to provide beginning teachers and others interested in working with disabled students with the knowledge and skills necessary to understand and address specific educational needs of learners with disabilities throughout the school setting.

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. RECOMMENDED RESOURCE

IV. ADDITIONAL MATERIALS FOR LEARNING
A. Computer with basic audio/video output equipment
B. Internet access (broadband recommended)
C. Microsoft Office
VI. **Measurable Learning Outcomes**

Upon successful completion of this course, the student will be able to:

A. Explain the rationale for the inclusion of students with high-incidence disabilities in general education classrooms. (PRE-A1, PRE-B3)

B. Develop an appropriate annual goal and short-term objectives for an Individualized Education Plan (IEP). (PRE-B2, PRE-B3)

C. Identify local organizations connected to the field of special education. (PRE-A1, PRE-B2)

D. Critique journal articles related to special education and adaptation strategies. (PRE-A1, PRE-C5)

E. Create a differentiated unit plan that utilizes research-based adaptation strategies and assistive technology for students with disabilities in the general K-12 curriculum. (PRE-A1, PRE-B2, PRE-B3)

* All items in parentheses refer to overarching School of Education Program Learning Outcomes (PLOs). Follow the hyperlink [https://www.liberty.edu/index.cfm?PID=33763](https://www.liberty.edu/index.cfm?PID=33763) to read the full list of PLOs.

VII. **Course Requirements and Assignments**

A. Textbook readings and lecture presentations/notes (MLO A, B, E)

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) (MLO A, C)

There are 7 Discussion Board Forums throughout the course. Discussion boards are collaborative learning experiences. The purpose of Discussion Board Forums is to generate interaction among students in regard to relevant current course topics. Therefore, the student is required to post 1 thread of 400 words. The student will post 2 substantive replies of 150 words.

D. Individualized Education Plan (IEP) Goals and Objectives (MLO A, B, E)

The student will create a long-term goal and 3 short-term objectives for a sample student’s IEP for each of the following subjects: math, reading, writing, social studies, and science.

E. Approval of Research Topic (MLO A, D)

The student will submit his or her chosen topic for the Strategy Research Paper for instructor approval.
F. Journal Review (4) (MLO A, D)

The student will conduct his or her own research and write an article review from a peer-reviewed academic publication that focuses on a specific differentiated instruction strategy. There must be a different strategy for each review, for a total of 4 different strategy reviews. The student will start with an article summary and an explanation of why the author is an authority on the subject. Then, he or she will give a summary of the strategy, followed by a critique of the strategy.

G. Unit Plan Part 1 (MLO A, B, E)

In preparation for the second part of the Unit Plan, the student will: write a fictitious class description, create a seating chart, complete the Unit Plan Part 1 Form, and rewrite a chapter of the textbook for lower level readability.

H. Strategy Research Paper (MLO A, D)

The student will choose 1 strategy (from topics such as self-monitoring, semantic mapping, mnemonics, etc.) and review 6 peer-reviewed academic articles concerning the topic. Then, the student will write a 4–5-page paper, in current APA format, explaining the strategy and its current use and how he or she would implement it in a school setting.

I. Unit Plan Part 2 (MLO A, B, E)

The student will create a Unit Plan. The Unit Plan will contain 5 fully developed lesson plans, include the summary and seating chart from Unit Plan Part 1, include 10 instructional accommodations, and provide all materials/forms/worksheets/assessments used in the lesson plans.

VIII. COURSE GRADING AND POLICIES

A. Points

<table>
<thead>
<tr>
<th>Requirement</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course Requirement Checklist</td>
<td>10</td>
</tr>
<tr>
<td>Discussion Board Forums (7 at 50 pts ea.)</td>
<td>350</td>
</tr>
<tr>
<td>IEP Goals and Objectives</td>
<td>50</td>
</tr>
<tr>
<td>Approval of Research Topic</td>
<td>10</td>
</tr>
<tr>
<td>Journal Review (4 at 50 pts ea.)</td>
<td>200</td>
</tr>
<tr>
<td>*Unit Plan Part 1</td>
<td>150</td>
</tr>
<tr>
<td>Strategy Research Paper</td>
<td>90</td>
</tr>
<tr>
<td>*Unit Plan Part 2</td>
<td>150</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>1010</strong></td>
</tr>
</tbody>
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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. 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 410**


<table>
<thead>
<tr>
<th>Module/Week</th>
<th>Reading &amp; Study</th>
<th>Assignments</th>
<th>Points</th>
</tr>
</thead>
</table>
| 1           | Polloway, et al.: chs. 1–2  
1 presentation | Course Requirements Checklist  
Introduction/Welcome DB  
DB Forum 1 | 10  
0  
50 |
| 2           | Polloway, et al.: chs. 3–4  
2 presentations  
1 lecture note | IEP Goals and Objectives  
Approval of Research Topic  
DB Forum 2 | 50  
10  
50 |
| 3           | Polloway, et al.: chs. 5–6  
1 presentation | Journal Review 1  
DB Forum 3 | 50  
50 |
| 4           | Polloway, et al.: chs. 7–8 | *Unit Plan Part 1  
DB Forum 4 | 150  
50 |
| 5           | Polloway, et al.: chs. 9–11  
1 presentation | Journal Review 2  
DB Forum 5 | 50  
50 |
| 6           | 1 presentation | Journal Review 3  
DB Forum 6 | 50  
50 |
| 7           | Polloway, et al.: chs. 12–13  
2 presentations | Strategy Research Paper  
Journal Review 4  
DB Forum 7 | 90  
50  
50 |
| 8           | Polloway, et al.: chs. 14–15  
1 presentation | *Unit Plan Part 2 | 150 |

**Total**: 1010

DB = Discussion Board  
IEP = Individualized Education Plan  
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**NOTE:** Each course week 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**.