

**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***

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### **EDUC 721**

#### **ISSUES AND TRENDS IN EXCEPTIONALITY**

#### **COURSE DESCRIPTION**

A research oriented course that focuses on issues and trends that face the discipline of special education. The course utilizes research to analyze and examine through written discussions controversial issues in various areas of exceptionalities.

#### **Note:**

700 level courses are only for students enrolled in the Ed.S. or Ed.D. program

#### **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. Furthermore, it is necessary that doctoral-level students are able to investigate, interpret, and conduct research that leads to informed decision-making as it affects the education of those with disabilities.

#### **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 candidate will be able to:

- A. Understand the problems and issues associated with delivering instruction and services to students with disabilities at various academic levels.
- B. Use critical thinking skills and the ability to analyze and synthesize information relevant to the topics related to issues and trends in special education.

- C. Acquire appropriate research skills by selecting a researchable topic of study, conducting a review of literature, and formulating an appropriate research plan for carrying out that investigation.
- D. Gain competence in using the publication guidelines of the American Psychological Association.
- E. Gain competence in written communication skills as evidenced by performance in discussion board and written assignments.

## V. COURSE REQUIREMENTS AND ASSIGNMENTS

- A. Textbook readings and 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. Group Discussion Board Forums (6)

For this collaborative discussion board, the candidate will participate in 6 Group Discussion Board Forums. The 2 groups will argue either for or against the topic for that module/week's reading assignment. The candidate's argument must be submitted in a thread of at least 300 words. For each thread, the candidate must support his/her assertions with at least 2 citations in current APA format. The candidate must then reply to 1 classmate's thread. Each reply must be 150 words or more and cite at least 1 source in current APA format. Acceptable sources include the textbook, the Bible, and article reviews.

- D. Discussion Board Forums (6)

Discussion Boards are collaborative learning experiences. After the Group Discussions take place each module/week, the candidate will provide a summary of what was discussed in his/her group. The candidate's thread must be at least 300 words, and the candidate must then submit a reply of at least 150 words to an opposing candidate. For each thread, the candidate must support his/her assertions with at least 2 citations in current APA format. Each reply must cite at least 1 source in current APA format. Acceptable sources include the textbook, the Bible, and article reviews.

- E. Journal Article Critiques (6)

The candidate is required to complete 6 Journal Article Critiques throughout the course. The candidate must select articles related to the topic for his/her Literature Review. Each critique must be 1–2 pages, must follow current APA style, and must be completed using the outline provided in Blackboard.

- F. Literature Review

Thesis: The candidate must have an appropriate topic chosen for his/her Research Proposal, which will be used for the Literature Review. The candidate will then formulate a strong thesis statement.

Research Proposal: The Research Proposal is intended to help the candidate begin thinking about appropriate research techniques. The research proposed must be related to the research topic. The candidate is not required to perform the research that is proposed here, nor does the candidate need to know the specific statistical analysis. The Research Proposal must be 3–5 pages and must follow current APA style.

Final Submission: The candidate will write a 10–15-page Literature Review that utilizes 15–20 sources, primarily research journal articles, and follows current APA style. This assignment will be submitted through both the SafeAssign link and the LiveText link provided in Blackboard.

**VI. COURSE GRADING AND POLICIES**

A. Points

Course Requirements Checklist	10
Group Discussion Board Forums (6 at 20 pts ea)	120
Discussion Board Forums (6 at 20 pts ea)	120
Journal Article Critiques (6 at 50 pts ea)	300
Literature Review:	
Thesis	60
Research Proposal	200
Final Submission	200
<b>Total</b>	<b>1010</b>

B. Scale

A = 960–1010    A- = 940–959    B+ = 920–939    B = 890–919    B- = 870–889  
 C+ = 850–869    C = 820–849    C- = 800–819    D+ = 780–799    D = 750–779  
 D- = 730–749    F = 0–729

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](mailto:LUOODAS@liberty.edu) to make arrangements for academic accommodations. Further information can be found at [www.liberty.edu/disabilitysupport](http://www.liberty.edu/disabilitysupport).

## ***COURSE SCHEDULE***

### **EDUC 721**

Textbooks: Behan, *Taking Sides: Clashing Views in Special Education* (2015).  
Joyner et al., *Writing the Winning Thesis or Dissertation* (2013).

<b>MODULE/ WEEK</b>	<b>READING &amp; STUDY</b>	<b>ASSIGNMENTS</b>	<b>POINTS</b>
<b>1</b>	Behan: Issue 1.5 1 presentation	Course Requirements Checklist	10
		Class Introductions	0
		Advising Guide Quiz	0
		Group DB Forum 1	20
		DB Forum 1	20
		Journal Article Critique 1	50
<b>2</b>	Behan: Issue 1.4 Bible Readings 1 presentation	Group DB Forum 2	20
		DB Forum 2	20
		Journal Article Critique 2	50
		Literature Review: Thesis	60
<b>3</b>	Behan: Issue 2.4 1 presentation	Group DB Forum 3	20
		DB Forum 3	20
		Journal Article Critique 3	50
<b>4</b>	Behan: Issue 2.6 Joyner et al.: ch. 4 1 presentation	Group DB Forum 4	20
		DB Forum 4	20
		Journal Article Critique 4	50
<b>5</b>	Behan: Issue 2.5 Joyner et al.: chs. 5, 7 1 presentation	Literature Review: Research Proposal	200
<b>6</b>	Behan: Issue 2.2 1 presentation	Group DB Forum 5	20
		DB Forum 5	20
		Journal Article Critique 5	50
<b>7</b>	Behan: Issue 1.6 1 presentation	Group DB Forum 6	20
		DB Forum 6	20
		Journal Article Critique 6	50
<b>8</b>	Behan: Issue 3.3 1 website	Literature Review: Final Submission	200
<b>TOTAL</b>			<b>1010</b>

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**.