

**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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### **EDSP 429**

#### **SURVEY OF TRENDS IN SPECIAL EDUCATION**

#### **COURSE DESCRIPTION**

This course provides a comprehensive overview of special education related topics including legal/ethical issues, documentation procedures, and development of the Individualized Education Plan (IEP), Functional Behavior Assessment (FBA), and Behavior Intervention Plan (BIP) 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 continues 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 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. Blackboard [recommended browsers](#)
- D. Microsoft Office

#### **IV. MEASURABLE LEARNING OUTCOMES**

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

- A. Examine key terms and concepts related to special education procedures and services eligibility requirements.
- B. Demonstrate 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. Evaluate differentiated instruction for students with disabilities in various settings and its importance to student growth and success.
- E. Explain the Response to Intervention process.
- F. Create a Functional Behavior Assessment and Behavior Intervention Plan that help address individual behaviors.
- G. Analyze 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 candidate will complete the related checklist found in Module/Week 1.

- C. Discussion Board Forums (5)

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 400 words and 2 replies of at least 250 words each. Each thread must integrate 1 biblical principle. Each thread and each reply must be supported by at least 1 scholarly citation in current APA format, which may include the textbooks, Bible, educational websites, and journal articles. (MLO: B, C, H, K)

- D. Fact Sheet on Disability Categories

The candidate will use information from the text and specified internet resources to compose a fact sheet to explain each of the 13 federally recognized disability categories. The fact sheet will follow current APA format and include a resource page. (MLO: B, D)

- E. Video Case

The candidate will watch a presentation related to the assigned reading and respond to accompanying questions. Responses should be at least 250 words, double-spaced and in short essay form. (MLO: A, F)

- F. Journal Article Reviews (2)

The candidate will review 2 scholarly special education-related articles. Each review must be at least 1 page and follow current APA format. All articles must be current (published within the last 5 years). (MLO: A, D, E, G)

G. Differentiated Instruction PowerPoint

The candidate will create a PowerPoint presentation to address special education teachers in an in-service training on differentiated instruction. The PowerPoint presentation must be 10–12 slides. The presentation must address the definition of differentiated instruction and advantages of differentiated instruction for students with special needs. It must contain 3 specific differentiated instructional strategies and must incorporate 1 scholarly resource per slide, cited in current APA format. The presentation will include a references slide at the end. (MLO: A, G)

H. Case Study

The candidate will read the case study provided in Blackboard. He/she will answer 4 questions based on synthesized course materials and the information gleaned from the case study. Each answer will be at least 150 words and in current APA format. (MLO: A, C, G)

I. FBA/BIP Process Summary

The candidate will write a 2-page summary in current APA format discussing the Functional Behavior Assessment (FBA) process. The candidate must include his/her experience built from completing the *Functional Assessment and Program Development for Problem Behavior* handbook. (MLO: A,, J)

J. Special Educator Interview

The candidate will interview an educator regarding behavior management skills. After completing the interview, the candidate will write at least a 1 page summary of the interview in current APA format. (MLO: A, C, J)

K. Behavior Intervention Plan

Rough Draft

After reading the provided Jackson's Functional Behavior Assessment document, the candidate will complete a Behavior Intervention Plan (BIP) template based on information gleaned from Jackson's FBA. (MLO: A, J)

Final Draft

After receiving feedback from the instructor, the candidate will use those comments to revise the rough draft, then submit the final draft in Blackboard. (MLO: A, J)

L. Tests (4)

Each test will be open-book/open-notes and will include 20 multiple-choice questions and 2 essay questions covering the information studied throughout the specified modules/weeks. The candidate will have 60 minutes to complete each test. (MLO: A, B, C, D, E, F, G, H, I, J, L)

**VI. COURSE GRADING AND POLICIES****A. Points**

Course Requirements Checklist	10
Discussion Board Forums (5 at 40 pts ea)	200
Fact Sheet on Disability Categories	50
Video Cases (3 at 40 pts. Ea)	120
Journal Article Reviews (2 at 50 pts ea)	100
Differentiated Instruction PowerPoint	50
Case Study	50
FBA/BIP Process Summary	50
Special Educator Interview	50
Behavior Intervention Plan	
Rough Draft	30
Final Draft	100
Test 1	50
Test 2	50
Test 3	50
Test 4	50
<b>Total</b>	<b>1010</b>

**B. Scale**

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

**C. Disability Assistance**

Students with a documented disability may contact Liberty University Online's Office of Disability Accommodation 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).

If you have a complaint related to disability discrimination or an accommodation that was not provided, you may contact ODAS or the Office of Equity and Compliance by phone at (434) 592-4999 or by email at [equityandcompliance@liberty.edu](mailto:equityandcompliance@liberty.edu). Click to see a full copy of Liberty's [Discrimination, Harassment, and Sexual Misconduct Policy](#) or the [Student Disability Grievance Policy and Procedures](#).

## ***COURSE SCHEDULE***

### **EDSP 429**

Textbooks: Gargiulo & Metcalf, *Teaching I Today's Inclusive Classrooms* (2017).  
O'Neill, *Functional Assessment and Program Development for Problem Behavior* (2014).

<b>MODULE/ WEEK</b>	<b>READING &amp; STUDY</b>	<b>ASSIGNMENTS</b>	<b>POINTS</b>
<b>1</b>	Gargiulo & Metcalf: chs. 1, 2 2 presentations 1 article	Course Requirements Checklist	10
		Advising Guide Acknowledgement	0
		Introduction/Welcome DB	0
		Discussion Board Forum 1	40
		Chapter 1 Video Case	40
<b>2</b>	Gargiulo & Metcalf: chs. 4, 5 3 presentations	Discussion Board Forum 2	40
		Fact Sheet on Disability Categories	50
		Test 1	50
<b>3</b>	Gargiulo & Metcalf: chs. 3, 6 3 presentations	Discussion Board Forum 3	40
		Journal Article Review 1	50
		Chapter 3 Video Case	40
<b>4</b>	Gargiulo & Metcalf: chs. 7, 8 2 presentations	Discussion Board Forum 4	40
		Case Study	50
		Test 2	50
<b>5</b>	Gargiulo & Metcalf: chs. 9, 10 2 presentations	Discussion Board Forum 5	40
		Journal Article Review 2	50
		Differentiated Instruction PowerPoint	50
<b>6</b>	Gargiulo & Metcalf: ch. 11 O'Neill chs. 1, 2, 3 3 presentations	Behavior Intervention Plan – Rough Draft	30
		Test 3	50
<b>7</b>	Gargiulo & Metcalf: ch. 12, 14 O'Neill: chs. 4, 5 2 presentations	Chapter 12 Video Case	40
		FBA/BIP Process Summary	50
		Special Educator Interview	50
<b>8</b>	Gargiulo & Metcalf: chs. 13, 15 3 presentations	Behavior Intervention Plan – Final Draft	100
		Test 4	50
<b>TOTAL</b>			<b>1010</b>

DB = Discussion Board

FBA = Functional Behavior Assessment

**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**.