

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 360

LEARNING AND BEHAVIOR PROBLEMS

COURSE DESCRIPTION

The characteristics of children and adolescents with disabilities in the area of learning and behavior will be explored with the goal of remediation. This course will further include techniques for dealing with these diverse learners in a variety of settings, as well as our Christian mission in providing for all God's children.

RATIONALE

Teachers of students with mild and moderate disabilities need to delve into foundational issues of dealing with such students. Specific learning disabilities and behaviors can affect oral language, reading, written language, and mathematics. Teachers need to be aware of the wide spectrum of these disorders and how it affects the education of these students.

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. Identify key historical events and legal provisions in the special education field as they pertain to students with mild disabilities in K-12 classrooms.
- B. Determine educationally relevant characteristics of students with mild disabilities.
- C. Identify needs of students with mild disabilities.

- D. Choose remediation methods based on student characteristics.
- E. Apply differentiation of teaching for the inclusion of students with mild disabilities.

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 (3)

There will be 3 Discussion Board Forums throughout the course. The purpose of 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 300 words. The candidate will then post 2 replies of at least 150 words each to other classmates' threads. (MLO: D, E)

- D. SPED Law Timeline

The candidate will create a timeline of 10 special education laws and explain the major provisions of each. The candidate must present his/her findings in table format and must use at least 2 references in APA format. (MLO: A)

- E. Case Studies (3)

The candidate will read and respond to 4 different Case Studies. The candidate must answer all required questions in a 1–3-page APA-formatted document. (MLO: A, B, C, D, E)

- F. IEP Annual Goals

The candidate will review a provided sample Present Level of Performance. The candidate will write 4 goals based on this information: 2 for reading and 2 for written language. (MLO: C)

- G. IEP

The candidate will use the Present Level of Performance and the IEP Annual Goals from the previous assignment to complete an abbreviated IEP. The main focus will be on the short term objectives that will help the student with a disability reach the IEP Annual Goals. (MLO: C, D)

- H. Differentiated Lesson Plan

The candidate will complete a lesson plan using differentiated instruction for student needs, based on a mock classroom. This must be a new lesson plan not used from a previous course. A template will be provided. (MLO: D, E)

I. Quizzes (7)

Each quiz will cover the Reading & Study material for the assigned modules/weeks. Each quiz/test/exam will be open-book/open-notes, contain 15 multiple-choice questions, and have a 60 minute time limit. (MLO: A, B, C, D, E)

VI. COURSE GRADING AND POLICIES

A. Points

| | |
|--|-------------|
| Course Requirement Checklist | 10 |
| Discussion Board Forums (3 at 50 pts ea) | 150 |
| SPED Law Timeline | 65 |
| Case Studies (3 at 75 pts ea) | 225 |
| IEP Annual Goals | 75 |
| IEP | 75 |
| Differentiated Lesson Plan | 200 |
| Quizzes (7 at 30 pts ea) | 210 |
| Total | 1010 |

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.

E. Disability Assistance

Students with a documented disability may contact Liberty University Online's Office of Disability Accommodation Support (ODAS) at LUOODAS@liberty.edu to make arrangements for academic accommodations. Further information can be found at 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. 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 360

Textbook: Lerner & Johns, *Learning Disabilities and Related Disabilities* (2018).

| WEEK/ MODULE | READING & STUDY | ASSIGNMENTS | POINTS |
|-------------------------|---|--------------------------------|---------------|
| 1 | Lerner & Johns: ch. 1 3 presentations 3 videos | Course Requirements Checklist | 10 |
| | | Advising Guide Acknowledgement | 0 |
| | | Introduction/Welcome DB | 0 |
| | | SPED Law Timeline | 65 |
| | | Quiz 1 | 30 |
| 2 | Lerner & Johns: chs. 2–3 1 presentation 2 videos 1 website | DB Forum 1 | 50 |
| | | Case Study 1 | 75 |
| | | Quiz 2 | 30 |
| 3 | Lerner & Johns: chs. 4, 6 1 presentation 2 videos 1 document | IEP Annual Goals | 75 |
| | | Quiz 3 | 30 |
| 4 | Lerner & Johns: chs. 7, 10 2 videos | IEP | 75 |
| | | Quiz 4 | 30 |
| 5 | Lerner & Johns: chs. 8–9 1 presentation 2 videos | DB Forum 2 | 50 |
| | | Case Study 2 | 75 |
| | | Quiz 5 | 30 |
| 6 | Lerner & Johns: ch. 12 1 presentation 1 video 2 case studies | Case Study 3 | 75 |
| | | Quiz 6 | 30 |
| | | | |
| 7 | Lerner & Johns: ch. 11 2 presentations 1 video | Differentiated Lesson Plan | 200 |
| | | Quiz 7 | 30 |
| 8 | Lerner & Johns: chs. 13–14 2 videos | DB Forum 3 | 50 |
| | | | |
| 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**.