

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

Wright, Peter, & Wright, Pamela (2010). *All About IEPs*. Hartfield, VA: Harbor House Law Press, INC. ISBN: 1892320207.

IV. ADDITIONAL MATERIALS FOR LEARNING

- A. Computer with basic audio/video output equipment
- B. Internet access (broadband recommended)
- C. Blackboard [recommended browsers](#)
- D. Microsoft Office
- E. APA formatting information:
<http://ezproxy.liberty.edu/login?url=http://APAStyleCENTRAL.apa.org>

V. MEASURABLE LEARNING OUTCOMES

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

- A. Communicate 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> to read the full list of PLOs.

VI. 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 (3)
There are 3 Discussion Board Forums throughout the course. Discussion boards are collaborative learning experiences. The purpose of Discussion Board Forums is to generate interaction among candidate 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. Each reply must incorporate at least 1 scholarly citation(s) in APA format. Incorporate scripture and biblical experience as you consider how these topics would impact you as a teacher. Any sources cited must have been published within the last five years. Acceptable sources include scholarly articles, textbook and the Bible.

(MLO: A, C)

- D. Individualized Education Plan (IEP) Goals and Objectives

The candidate will complete, on the provided one-page template, for a long-term goal and 3 short-term objectives for each of the 6 areas subjects: math, reading, writing, social studies, and social/emotional. The candidate will be provided a sample to review. Careful consideration of students present levels of performance as well as their cognitive and academic deficits will be given in the development of these goals and objectives. (MLO: A, B, E)

E. Journal Review (2)

The candidate will conduct his or her own research and write a 2-3 page article review using 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 2 different strategy reviews. The candidate will start with 1 paragraph 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 2 paragraph critique of the strategy. The candidate will also provide a bibliography of the article reviewed. The review and citations must be completed in APA formatting. (MLO: A, D)

F. Research Topic Proposal

The candidate will submit his or her 1 page proposal on his or her chosen topic for the Strategy Research Paper for instructor approval. The candidate should include the selected topic and a brief summary of the position being taken and what he or she plans to cover within the paper. At least 4 sources should be listed in a bibliography page. All citations must be in APA format. (MLO: A, D)

G. Unit Plan Part 1

In preparation for the second part of the Unit Plan, the candidate will: write a fictitious class description, create a seating chart, and complete the Unit Plan Part 1 Form, provided under Course Documents. The candidate will also rewrite 1 page of a chapter in the textbook, for lower level readability. (MLO: A, B, E)

H. Strategy Research Paper

The candidate 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 candidate 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. (MLO: A, D)

I. Unit Plan Part 2

The candidate will create a Unit Plan using the template provided. 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. (MLO: A, B, E)

J. Quizzes (7)

There are 7 quizzes that will determine your understanding of the text. The candidate will be given 10 multiple choice questions from the selected reading. Candidates will have the ability to use their textbook and any other information provided during the assigned module. (MLO: A, B)

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

Course Requirement Checklist	10
Discussion Board Forums (3 at 50 pts ea.)	150
IEP Goals and Objectives (2 at 75 pts ea.)	150
Journal Article Review (2 at 50 pts ea.)	100
Research Topic Proposal	50
Reading Quiz (14 at 10 pts ea.)	140
*Unit Plan Part 1	130
Strategy Research Paper	150
*Unit Plan Part 2	130
Total	1010

*Benchmark Assignment for Developmental Portfolio

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 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 410

Textbook: Taylor, et al., *Exceptional Students: Preparing Teachers for the 21st Century* (2019).

MODULE/ WEEK	READING & STUDY	ASSIGNMENTS	POINTS
1	Taylor, et al.: ch. 1 4 presentations	Course Requirements Checklist	10
		Advising Guide Acknowledgement	0
		Introduction/Welcome DB	0
		DB Forum 1	50
		Connect Registration Quiz	0
2	Taylor, et al.: chs. 2–3 3 presentations	Research Topic Proposal	50
		LS Assignment: Ch. 2	10
		LS Assignment: Ch. 3	10
		Journal Article Review 1	50
3	Taylor, et al.: chs. 4–5 1 presentation	IEP Goals and Objectives Part 1	75
		LS Assignment: Ch. 4	10
		LS Assignment: Ch. 5	10
4	Taylor, et al.: chs. 6–7 1 presentation	*Unit Plan Part 1	130
		DB Forum 2	50
		LS Assignment: Ch. 6	10
		LS Assignment: Ch. 7	10
5	Taylor, et al.: chs. 8–9 2 presentations	IEP Goals and Objectives Part 2	75
		LS Assignment: Ch. 8	10
		LS Assignment: Ch. 9	10
6	Taylor, et al.: chs. 10–11 2 presentations	DB Forum 3	50
		LS Assignment: Ch. 10	10
		LS Assignment: Ch. 11	10
		Journal Article Review 2	50
7	Taylor, et al.: chs. 12–13	Strategy Research Paper	150
		LS Assignment: Ch. 12	10
		LS Assignment: Ch. 13	10
8	Taylor, et al.: chs. 14–15 3 presentations	*Unit Plan Part 2	130
		LS Assignment: Ch. 14	10
		LS Assignment: Ch. 15	10
TOTAL			1010

DB = Discussion Board
IEP = Individualized Education Plan

*Benchmark Assignment for Developmental Portfolio
LS= Learn Smart/Smart Book Assignment

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**.