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 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

Total 1010

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 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 429**

Textbooks:  

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

**TOTAL** 1010

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.