

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 722

HISTORY AND FUTURE OF SPECIAL EDUCATION

COURSE DESCRIPTION

This course introduces students to special education and disability advocacy from a Christian perspective, tracing historical trends in the treatment of people with disabilities to current trends and critical issues in special education and disability advocacy today.

RATIONALE

This course is designed to provide the candidate with an opportunity to explore current trends in special education within the broader context of history, society, and current education. Research and evidence-based practices within the field of special education will be highlighted in order to equip the candidate with the skills and knowledge necessary to advocate, educate, and research in this field.

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

American Psychological Association. *Publication manual of the American Psychological Association* (Current ed.). Washington, DC: Author.

IV. ADDITIONAL MATERIALS FOR LEARNING

- A. Computer with basic audio/video output equipment
- B. Internet access (broadband recommended)
- C. Blackboard [recommended browsers](#)
- D. Microsoft Word and PowerPoint

V. MEASURABLE LEARNING OUTCOMES

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

- A. Examine the historical trends and key concepts that form the foundation of special education.

- B. Discuss the current state of professional literature on special education.
- C. Describe major academic issues and trends in the special education system associated with placement, disproportionality, recruitment and retention of special education teachers, transition planning, and assistive technology.
- D. Examine special education topics, policies, and issues from a Biblical perspective.
- E. Produce research related to an identified issue or program in special education.
- F. Formulate a working knowledge of special education as a field of study or professional interest.

VI. 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 (4)

Discussion boards are collaborative learning experiences. Therefore, the candidate is required to provide a thread in response to the provided prompt for each forum. Each thread must be at least 400 words, demonstrate course-related knowledge, and contain a minimum of 1 citation in current APA format to support assertions. In addition to the thread, the candidate is required to reply to 2 other classmates' threads. Each reply must be at least 200 words, demonstrate course-related knowledge, and contain a minimum of 1 citation in current APA format to support assertions. (MLO: A, B, D)

- D. Journal Critiques (3)

The candidate will research and select 1 article written 5 years ago or less that details the current trends in college teaching or challenges facing college students today. The candidate will briefly summarize the article and offer a critique of the article. This assignment must be 2–3 pages. (MLO: A, B, C, D)

- E. Historical Review Project

1. Outline

The candidate will select a special education topic and investigate the importance, significance, and impact of this chosen topic pertaining to its history. In addition to the research topic, the candidate will submit a detailed outline.

2. Research Paper

The candidate will select a special education topic and write a 1,500–1,750–word paper to address the chosen research topic. The candidate must use at least 5 scholarly sources. (MLO: A, D, E, F)

F. Research to Practice Presentation

The candidate will identify a topic of interest (e.g., a specific practice or policy) and develop a presentation for stakeholders linking research to practice through the use of evidence-based practices. The presentation must be 20–25 minutes in length and address the policy foundations and knowledge base supporting this practice. The candidate must include 5–6 scholarly references and include a script in the notes section of the PPT. (MLO: A, C, D, E, F)

G. Technology Review Analysis Paper

For this assignment, the candidate will compare 2 reviews of a major academic book from the time it was published (older than 5 years) to understand how new ideas may be supported or criticized within the scholarly community. The candidate will find 2 current journal articles that cite the reviewed source to see how current authors are building on the ideas of others specific to the topic of Technology in Special Education. (MLO: A, B, C, D, E, F)

H. Personal Debate Paper

The candidate will conduct an exercise called a Personal Debate. This is a paper designed to show the candidate how to consider both sides of an issue equally and how to articulate scholarly, thoughtful, and balanced arguments for each side. The goal of the Personal Debate is to understand each side of an issue while prayerfully and intelligently forming a conclusive conviction about that issue.

The Personal Debate will focus on the topic of Special Education and Technology. Used correctly, technology can support individuals with disabilities in overcoming a variety of challenges and limitations. Innovative developers are creating and using technology to provide opportunities that might have not existed before. (MLO: A, C, E, F)

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

| | |
|--|-------------|
| Course Requirements Checklist | 10 |
| Discussion Board Forums (4 at 50 pts ea) | 200 |
| Journal Critique (3 at 50 pts ea) | 150 |
| Historical Review Project | |
| Outline | 50 |
| Research Paper | 150 |
| Research to Practice Presentation | 150 |
| Technology Review Analysis Paper | 150 |
| Personal Debate Paper | 150 |
| Total | 1010 |

B. Scale

A = 960–1010 A- = 940–959 B+ = 920–939 B = 900–919 B- = 880–899
 C+ = 860–879 C = 840–859 C- = 820–839 D+ = 800–819 D = 780–799
 D- = 760–779 F = 0–759

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](#).

VIII. BIBLIOGRAPHY

American Psychological Association, *Publication Manual of the American Psychological Association* (2009).

O'Brien, C., & Beattie, J. (2017). *Teaching students with special needs: A guide for future educators*. (2nd ed.). Dubuque, IA: Kendall Hunt. ISBN: 9781524916664.

COURSE SCHEDULE

EDSP 722

Textbooks: Florian, *The SAGE Handbook of Special Education* (2014).
Kauffman et al., *Handbook of Special Education* (2017).

| MODULE/ WEEK | READING & STUDY | ASSIGNMENTS | POINTS |
|-------------------------|---|--|--------------------------|
| 1 | Florian: ch. 2 Kauffman et al.: ch. 1 1 presentation 1 website | Course Requirements Checklist Class Introductions Advising Guide Acknowledgement DB Forum 1 Journal Critique 1 | 10 0 0 50 50 |
| 2 | Florian: ch. 5 Kauffman et al.: chs. 57–58 3 articles 1 presentation | DB Forum 2 Historical Review Project: Outline Journal Critique 2 | 50 50 50 |
| 3 | 2 articles 1 presentation 1 website | Historical Review Project: Research Paper | 150 |
| 4 | Florian: ch. 8 Kauffman et al.: chs. 45–49 2 articles 1 presentation | Research to Practice Presentation | 150 |
| 5 | Florian: chs. 14–15 Kauffman et al.: chs. 13–17 2 presentations | DB Forum 3 Journal Critique 3 | 50 50 |
| 6 | Florian: chs. 41–43 2 presentations | Technology Review Analysis Paper | 150 |
| 7 | Kauffman et al.: chs. 45–49 4 articles 2 presentations | Personal Debate Paper | 150 |
| 8 | Florian: chs. 47–54 1 presentation | DB Forum 4 | 50 |
| TOTAL | | | 1010 |

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**.