

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 724

COLLABORATION AND COMMUNICATION IN SPECIAL EDUCATION

COURSE DESCRIPTION

This course surveys supports and services for individuals receiving special education and disability services. Emphasis is placed on transition planning, collaboration, and communication among individuals, families, and service providers.

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 so that the candidate has 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. 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 disability and advocacy that form the basis for special education practice.
- B. Discuss the current state of professional literature on collaboration and communication among services.
- C. Describe major academic issues and trends in the special education system associated with school based supports and services.

- D. Integrate a biblical worldview into education and especially for special education.
- E. Produce research related to a multicultural issues in special education.
- F. Formulate a working knowledge of special education as a field of study or professional interest.

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 (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 2 scholarly resources 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, C, D)

- D. Journal Critiques (3)

The candidate will research and select 1 article written 1 within the last year that corresponds to the specified topic in the instructions. The candidate will briefly summarize the article and offer a critique of the article. This assignment must be 2–5 pages. (MLO A, B, C, D, F)

- E. Historical Review Paper: Outline (MLO: B, D, E)

The candidate will select a multicultural 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.

- F. Final Project (MLO: A, B, D, E, F)

1. Part 1: Historical Review Research Paper

The candidate will select a multicultural topic and write a 1,500–1750-word paper to address the chosen research topic. The candidate must use at least 5 scholarly sources

2. Part 2: Family Plan

The candidate will select an adult family member of someone with special needs to inquire about his/her school experiences specific to collaboration as it pertains to school supports and services. This assignment must be at least 8 pages and include citations from 5 sources in current APA format.

3. Part 3: Presentation

The candidate will create a PowerPoint presentation for colleagues in a professional setting (K-12 setting, higher education setting, community setting, etc.). The candidate's PowerPoint Presentation must be 30 minutes to the audience of his/her choice, incorporating the sources previously used in Parts 1–2 of the Final Project and adding at least 2 additional sources.

VI. 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 Paper: Outline	50
Final Project	
Part 1: Historical Review Research Paper	200
Part 2: Family Plan	200
Part 3: Presentation	200
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

Candidates 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](#).

VII. 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

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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: chs. 8, 10, 21 Kauffman et al.: ch. 2 1 presentation 3 websites	Course Requirements Checklist Class Introductions Advising Guide Acknowledgement DB Forum 1 Journal Critique 1	10 0 0 50 50
2	Florian: chs. 18, 20 Kauffman et al.: chs. 57–58 3 websites	Historical Review Paper: Outline	50
3	Florian: ch. 45 Kauffman et al.: chs. 50–51 1 presentation 2 websites	Final Project Part 1: Historical Review Research Paper	200
4	1 presentation 2 websites	DB Forum 2 Journal Critique 2	50 50
5	Florian: ch. 46 1 presentation 1 website	Final Project Part 2: Family Plan	200
6	Florian: ch. 39 1 presentation 3 websites	DB Forum 3 Journal Critique 3	50 50
7	1 website	Final Project Part 3: Presentation	200
8	1 presentation 1 website	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**.