

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 726

DISABILITY AND LEARNING

COURSE DESCRIPTION

This course examines disability across domains, including learning and cognitive development, social-emotional development, and language acquisition. Included in this review is an overview of disability categories, characteristics and associated supports and services from early childhood through post-secondary interventions.

RATIONALE

Leaders in the field of special education need to make decisions based on evidence coupled with knowledge of student characteristics and supports. This course is designed to equip the candidate with a deeper understanding of research and evidence-based practices in the field of special education, as well as the skills and knowledge necessary to make evidence-based decisions in conjunction with disability characteristics and supports.

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 the characteristics of various categories of exceptionality.
- B. Discuss the current state of professional literature on special education.
- C. Identify and discuss the biblical implications of serving students with special needs.

- D. Determine how research impacts decision-making in education.
- E. Compare social, emotional, and developmental aspects of special education students.
- F. Differentiate between at-risk students and students in special education
- G. Identify definitional issues and assumptions related to research and reading disability.

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 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, C, D, G)

- D. SPED Concepts Template

The candidate will read and analyze Chapter 1 of the O'Brien and Beattie textbook as well as research the concepts covered in the chapter utilizing scholarly journals. After reading the assigned chapter and scholarly journals, the candidate will complete the provided template. Each section of the template must contain between 150–250 words and incorporate at least 1 citation from the textbook per section and 1 citation from a scholarly journal per section. The candidate must provide a word count for each section, a title page, and a reference page. (MLO: A, C)

- E. Foundations of Exceptionalities Template

The candidate will read and analyze Chapter 3 of the O'Brien and Beattie textbook as well as research the concepts covered in the chapter utilizing scholarly journals. After reading the assigned chapter and scholarly journals, the candidate will complete the provided template. Each section of the template must contain between 150–250 words and incorporate at least 1 citation from the textbook per section and 1 citation from a scholarly journal per section. The candidate must provide a word count for each section, a title page, and a reference page. (MLO: A, C, D)

F. SPED Services PowerPoint Presentation

The candidate will create a PowerPoint presentation from the perspective of an administrator or leader in special education to be presented to pre-service teachers, in-service teachers, or university administration in regard to providing services for students with special needs. The presentation must include 15–25 slides and speaking notes for each slide, excluding the title and reference slides. Supporting evidence from the text and 1 additional scholarly resource are required. (MLO: A, B, D)

G. Chapter Analysis Paper

The candidate will read and analyze Chapter 9 of the Swanson, Harris, & Graham textbook and research the concepts covered in the chapter utilizing scholarly journal articles. After reading the assigned chapter and scholarly journal articles, the candidate will write a 2–3-page summary, in current APA format, of the main idea with a focus on the significance of the research, evidence, or outcomes based on the reading. The paper must be between 2–3 pages (excluding the title page, reference page, and abstract) and include a title page, reference page, abstract, and at least 2 citations from the textbook and 2 citations from a scholarly journal article. (MLO: D)

H. Social, Emotional, Developmental Comparative Critique Paper

The candidate will summarize main principles from 2 assigned readings in the field of special education relating to social, emotional, and developmental matters for students with special needs. The paper will be 4–7 pages (excluding the title page, abstract, and references) and must contain 5 citations and 2 Scripture references as well as headings for organization. (MLO: E, F)

I. Language Learning Disabilities Paper

After reading Chapters 14, 20, and 30 of the Swanson, Harris & Graham book, the candidate will summarize the main points to demonstrate a relationship between language processes, reading comprehension, and research. A minimum of 7 citations in current APA format are required and the paper must be 4–7 pages (excluding the title page, abstract, and reference page). (MLO: B, C, G)

J. Exceptionalities Chart

The candidate will complete the provided table in which he/she will outline the 13 disability categories as outlined by IDEA and address the definition, characteristics, and learning strategies. (MLO: A)

K. Early Childhood Disabilities Paper

The candidate will read Chapter 14 of the O'Brien and Beattie textbook and research concepts covered in the chapter utilizing scholarly journal articles. The candidate will write a 2–3-page summary (excluding the title page, abstract, and reference page) in current APA format addressing the provided prompts. The paper must incorporate at least 6 citations utilizing 2 references (the textbook and a scholarly journal article). A correctly formatted title page, abstract, and reference page, and headings are required. (MLO: B, D)

L. Quiz

The quiz will cover the Reading & Study material for the assigned module/week. It will be open-book/open-notes, contain 25 multiple choice and true/false questions, and have a 1-hour and 30-minute time limit. (MLO: B, G)

VI. COURSE GRADING AND POLICIES

A. Points

Course Requirements Checklist	10
Discussion Board Forums (5 at 50 pts ea)	250
SPED Concepts Template	75
Foundations of Exceptionalities Template	125
SPED Services PowerPoint Presentation	100
Chapter Analysis Paper	50
Social, Emotional, Developmental Comparative Critique Paper	100
Language Learning Disabilities Paper	100
Exceptionalities Chart	100
Early Childhood Disabilities Paper	50
Quiz 1	50
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](#).

COURSE SCHEDULE

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Textbooks: O'Brien & Beattie. *Teaching Students With Special Needs* (2017).
Swanson et al. *Handbook of Learning Disabilities* (2013).

MODULE/ WEEK	READING & STUDY	ASSIGNMENTS	POINTS
1	O'Brien & Beattie: ch. 1 1 presentation	Course Requirements Checklist	10
		Class Introductions	0
		Advising Guide Acknowledgment	0
		DB Forum 1	50
		SPED Concepts Template	75
2	O'Brien & Beattie: ch. 3 1 presentation 1 website	DB Forum 2	50
		Foundations of Exceptionalities Template	125
3	O'Brien & Beattie: ch. 2 Swanson et al.: ch. 9 2 presentations	SPED Services PowerPoint Presentation	100
		Chapter Analysis Paper	50
4	O'Brien & Beattie: ch. 9 1 presentation 1 website	Social, Emotional, Developmental, Comparative Critique Paper	100
5	Swanson et al.: chs. 14, 20, 30 1 presentation 1 website	DB Forum 3	50
		Language Learning Disabilities Paper	100
6	O'Brien & Beattie: ch. 13 1 presentation	Exceptionalities Chart	100
7	O'Brien & Beattie: ch. 14 Swanson et al.: ch. 19 2 presentations	DB Forum 4	50
		Early Childhood Disabilities Paper	50
8	Swanson et al.: ch. 6 2 presentations	DB Forum 5	50
		Quiz 1	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**.