

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

EDUC 721

ISSUES AND TRENDS IN EXCEPTIONALITY

COURSE DESCRIPTION

A research oriented course that focuses on issues and trends that face the discipline of special education. The course utilizes research to analyze and examine through written discussions controversial issues in various areas of exceptionalities.

RATIONALE

It is imperative that all educators are prepared to deal with the special needs of exceptional students. Ministering to those in need is the professional responsibility and the spiritual mandate for every Christian. Furthermore, it is necessary that doctoral-level students are able to investigate, interpret, and conduct research that leads to informed decision-making as it affects the education of those with disabilities.

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. Understand the problems and issues associated with delivering instruction and services to students with disabilities at various academic levels.
- B. Use critical thinking skills and the ability to analyze and synthesize information relevant to the topics related to issues and trends in special education.

- C. Acquire appropriate research skills by selecting a researchable topic of study, conducting a review of literature, and formulating an appropriate research plan for carrying out that investigation.
- D. Gain competence in using the publication guidelines of the American Psychological Association.
- E. Gain competence in written communication skills as evidenced by performance in discussion board and written assignments.

V. COURSE REQUIREMENTS AND ASSIGNMENTS

- A. Textbook readings and presentations
- 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 (6)

Discussion Boards are collaborative learning experiences. The candidate will chose a position after doing the readings for both sides of the issue that week. The student will argue either for or against the topic for that module/week's reading assignment. The candidate's argument must be submitted in a thread of at least 300 words. For each thread, the candidate must support his/her assertions with at least two citations in current APA format. The candidate will then reply to a classmate with an opposing viewpoint using a coherent argument that is logical, properly formed in manner and respect, and coherent. Each reply must cite at least one source in current APA format. Acceptable sources include the textbook, the Bible, and article reviews.
- D. Journal Article Critiques (6)

The candidate is required to complete 6 Journal Article Critiques throughout the course. The candidate must select articles related to the topic for his/her Literature Review. Each critique must be 1–2 pages, must follow current APA style, and must be completed using the outline provided in Blackboard.
- E. Course Comprehensive Paper

Thesis: The candidate must have an appropriate topic chosen for his/her Research Proposal, which will be used for the Literature Review. The candidate will then formulate a strong thesis statement.

Research Proposal: The Research Proposal is intended to help the candidate begin thinking about appropriate research techniques. The research proposed must be related to the research topic. The candidate is not required to perform the research that is proposed here, nor does the candidate need to know the specific statistical analysis. The Research Proposal must be 3–5 pages and must follow current APA style.

Literature Review: The candidate will write a 10–15-page Literature Review that utilizes 15–20 sources, primarily research journal articles, and follows current APA style. This assignment will be submitted through both the SafeAssign link and the LiveText link provided in Blackboard.

VI. COURSE GRADING AND POLICIES

A. Points

Course Requirements Checklist	10
Discussion Board Forums (6 at 40 pts ea)	240
Journal Article Critiques (6 at 50 pts ea)	300
Course Comprehensive Paper:	
Thesis	60
Research Proposal	200
Literature Review	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. LiveText Submission Policy

All LiveText assignments must be submitted to Blackboard and LiveText in order for the candidate to receive credit. **LiveText Submission Exception:** Candidates pursuing the following programs: M.Ed. in Higher Education, Ed.S. in Higher Education Administration, the Ph.D. in Education, and the Ph.D. in Higher Education Administration, are not required to submit this assignment in LiveText, but must submit this assignment in Blackboard.

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

EDUC 721

Textbooks: Behan, *Taking Sides: Clashing Views in Special Education* (2015).
 Joyner et al., *Writing the Winning Thesis or Dissertation* (2013).

MODULE/ WEEK	READING & STUDY	ASSIGNMENTS	POINTS
1	Behan: Issue 1.5 1 presentation	Course Requirements Checklist	10
		Class Introductions	0
		Advising Guide Acknowledgement	0
		DB Forum 1	40
		Journal Article Critique 1	50
2	Behan: Issue 1.4 Bible Readings 1 presentation	DB Forum 2	40
		Journal Article Critique 2	50
		Thesis Statment	60
3	Behan: Issue 2.4 1 presentation	DB Forum 3	40
		Journal Article Critique 3	50
4	Behan: Issue 2.6 Joyner et al.: ch. 4 1 presentation	DB Forum 4	40
		Journal Article Critique 4	50
5	Behan: Issue 2.5 Joyner et al.: chs. 5, 7 1 presentation	Research Proposal	200
6	Behan: Issue 2.2 1 presentation	DB Forum 5	40
		Journal Article Critique 5	50
7	Behan: Issue 1.6 1 presentation	DB Forum 6	40
		Journal Article Critique 6	50
8	Behan: Issue 3.3 1 website	Literature Review	200
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**.