

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 410

INSTRUCTIONAL ADAPTATION FOR SPECIAL EDUCATION

COURSE DESCRIPTION

Teacher candidates will apply intervention strategies for adapting curriculum materials and methods to fit individual needs in various school, church and community settings. Focus will be on students with mild and moderate disabilities.

RATIONALE

It is inevitable that within every classroom there will be individuals with disabilities that limit their potential to achieve academic success through traditional approaches. Therefore, it is extremely important for the teacher to know first how to determine the needs of such individuals and then know what modifications or instructional approaches to incorporate to help disabled students to be successful. The intent of this course is to provide beginning teachers and others interested in working with disabled students with the knowledge and skills necessary to understand and address specific educational needs of learners with disabilities throughout the school setting.

I. PREREQUISITES

PSYC 345 or EDUC 307

II. REQUIRED RESOURCE PURCHASES

Click on the following link to view the required resource 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. Microsoft Word
(Microsoft Office is available at a special discount to Liberty University students.)

IV. MEASURABLE LEARNING OUTCOMES

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

- A. Explain the rationale for the inclusion of students with high-incidence disabilities in general education classrooms.
- B. Develop an appropriate annual goal and short-term objectives for an Individualized Education Plan (IEP).

- C. Identify local organizations connected to the field of special education.
- D. Critique journal articles related to special education and adaptation strategies.
- E. Create a differentiated unit plan that utilizes research-based adaptation strategies and assistive technology for students with disabilities in the general K-12 curriculum.

V. COURSE REQUIREMENTS AND ASSIGNMENTS

- A. Textbook readings and lecture presentations/notes

- B. Discussion Board forums (8)

There are eight Discussion Board forums throughout the course. The purpose of Discussion Board forums is to generate interaction among students in regard to relevant current course topics. The student is required to post one thread of 400 words by 11:59 p.m. (ET) on Thursday of the module/week in which the forum is assigned. The student will post two substantive replies of 150 words by 11:59 p.m. (ET) on Monday of the same module/week. Module/Week 8 is the exception, with no replies required.

- C. Individualized Education Plan (IEP) Goals and Objectives

The student will create a long-term goal and three short-term objectives for a sample student's IEP for each of the following subjects: math, reading, writing, social studies, and science. This assignment is due by 11:59 p.m. (ET) on Monday of Module/Week 2.

- D. Approval of Research Topic

The student will submit his or her chosen topic for the Strategy Research Paper for instructor approval. This assignment is due by 11:59 p.m. (ET) on Monday of Module/Week 2.

- E. Journal Review (4)

The student will conduct his or her own research and write an article review that focuses on a specific differentiated instruction strategy. There must be a different strategy for each review, for a total of four different strategy reviews. The student will start with an article summary and an explanation of why the author is an authority on the subject. Then, he or she will give a summary of the strategy, followed by a critique of the strategy. This assignment is due by 11:59 p.m. (ET) on Monday of Modules/Weeks 3, 5, 6, and 7.

- F. Unit Plan Part 1

In preparation for the second part of the Unit Plan, the student will write a fictitious class description, create a seating chart, and rewrite a chapter of the textbook for lower level readability. This assignment is due by 11:59 p.m. (ET) on Monday of Module/Week 4.

- G. Strategy Research Paper

The student will choose one strategy (from topics such as self-monitoring, semantic mapping, mnemonics, etc.) and review six articles concerning the topic. Then, the student will write a 4–5 page paper, in APA format, explaining the strategy and its current use and how he or she would implement it in a school setting. The student should provide an example/copy, if necessary. This assignment is due by 11:59 p.m. (ET) on Monday of Module/Week 7.

H. Unit Plan Part 2

The student will create a Unit Plan of one week’s worth of lessons for a fictional classroom. The student will then create a minimum of ten instructional accommodations within the unit for students with disabilities. This assignment is due by 11:59 p.m. (ET) on Friday of Module/Week 8.

VI. COURSE GRADING AND POLICIES

A. Points

Discussion Board forums (8 at 50 pts ea)	400
IEP Goals and Objectives	50
Approval of Research Topic	10
Journal Review (4 at 50 pts ea)	200
*Unit Plan Part 1	100
Strategy Research Paper	90
*Unit Plan Part 2	150

Total 1000

*Benchmark Assignment for Developmental Portfolio

B. Scale

A = 900–1000 B = 800–899 C = 700–799 D = 600–699 F = 0–599

C. Late Assignment Policy:

The nature of this course requires that the candidate interact with the material, professor and other students on a weekly basis. Because of this, it is difficult to achieve the fullest experience in this learning environment when assignments are late.

If unable to complete an assignment on time, the candidate must contact the instructor immediately by email to make arrangements for the completion of that assignment. Assignments that are submitted after the due date without appropriate excuse and pre-approval will receive the following deductions:

1. Assignments submitted after the due date will receive a 10% deduction.
2. Assignments submitted more than one week late receives a 20% deduction.
3. Assignments submitted after two weeks late or after the final due date of the class will not be accepted without documentation or extenuating circumstances.

D. Disability Assistance

Students with a documented disability may contact Liberty University Online's Office of Disability Academic Support (ODAS) at LUOODAS@liberty.edu to make arrangements for academic accommodations.

COURSE SCHEDULE

EDSP 410

Textbook: Polloway et al., *Strategies for Teaching Learners with Special Needs* (2008).

WEEK/ MODULE	READING & STUDY	ASSIGNMENTS	POINTS
1	Polloway et al.: chs. 1-2 1 presentation	Course Requirements Checklist	0
		Class Introductions	0
		DB Forum 1	50
2	Polloway et al.: chs. 3-4 2 presentations 1 lecture note	IEP Goals and Objectives	50
		Approval of Research Topic	10
		DB Forum 2	50
3	Polloway et al.: chs. 5-6 1 presentation	Journal Review 1	50
		DB Forum 3	50
4	Polloway et al.: chs. 7-8	*Unit Plan Part 1	100
		DB Forum 4	50
5	Polloway et al.: chs. 9-10 1 presentation	Journal Review 2	50
		DB Forum 5	50
6	Polloway et al.: ch. 11 1 presentation	Journal Review 3	50
		DB Forum 6	50
7	Polloway et al.: chs. 12-13 2 presentations	Strategy Research Paper	90
		Journal Review 4	50
		DB Forum 7	50
8	Polloway et al.: chs. 14-15 1 presentation	*Unit Plan Part 2	150
		DB Forum 8	50
TOTAL			1000

DB = Discussion Board

IEP = Individualized Education Plan

*Benchmark Assignment for Developmental Portfolio

NOTE: Each course week begins on Tuesday morning at 12:00 a.m. (ET) and ends on Monday night at 11:59 p.m. (ET). The final week ends at 11:59 p.m. (ET) on Friday.