

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 420

LEGAL ASPECTS IN SPECIAL EDUCATION

COURSE DESCRIPTION

This course is designed to expose teacher candidates to a variety of special education related topics including legal/ethical issues, documentation procedures, development of Individual Education Plan (IEP) and IFSP (Individualized Family Service Plans) as well as models of service delivery and collaboration that can be used in school, church and community settings.

RATIONALE

Special education is an area that is continuing to expand and change in many ways. It is of utmost importance that classroom and special education teachers stay current at possible on these changes, many of which will have a direct impact on how they will meet the needs of the disabled students they will serve.

I. PREREQUISITES

PSYC 345 OR EDUC 307

II. REQUIRED RESOURCE PURCHASES

Click the following link to view the required resources for the term in which you are registered: <http://bookstore.mbsdirect.net/liberty.htm>

III. ADDITIONAL MATERIALS FOR LEARNING

- A. Computer with Internet access (broadband recommended)
- B. 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 candidate will be able to:

- A. Demonstrate an understanding of the history of Special Education.
- B. Identify the legal aspects and regulatory requirements associated with identification and education of students with disabilities.
- C. Identify the rights and responsibilities of parents, students, teachers, and school districts as related to disability issues.
- D. Demonstrate an understanding of the Child Study, Eligibility, collaboration, functional behavioral assessment and IEP processes.

- E. Demonstrate an understanding of the process for managing a functional behavior assessment, developing a behavior intervention plan and general behavior management plans.
- F. Demonstrate understanding of the various categories of disabilities as identified in IDEA 2004.
- G. Demonstrate an understanding of the various necessary components of an Individualized Educational Plan.

V. COURSE REQUIREMENTS AND ASSIGNMENTS

- A. Textbook readings and lecture presentations/notes
- B. Discussion Board forums (6)

The candidate will complete six Discussion Board forums, each consisting of a thread and two replies. The thread is the candidate's response to the instructor's prompt and must be completed no later than Friday evening of the module in which the forum is assigned. The candidate will then substantially reply to two other candidates' threads no later than Monday evening.

- C. Class Introductions

In Module/Week 1, the candidate participate in a discussion forum in order to introduce himself/herself to the other members of the class.

- D. Individualized Education Plan

The student will follow a specific case in order to produce and IEP. Specific assignment instructions are provided within Blackboard, as well as a sample IEP for the student to follow. This assignment must be submitted no later than Monday evening of Module 6 and is worth 250 points of the candidates' final grade.

- E. Behavior Intervention Plan

The candidate will develop a Behavior Intervention Plan (BIP) and a general behavior management plan. Specific assignment instructions are provided within Blackboard, as well as a template for the student to follow. This assignment must be submitted no later than Friday evening of Module 8 and is worth 250 points of the candidates' final grade.

- F. Exams (4)

The candidate will complete four exams throughout the course. Each exam will be open-book/open-notes, and have a 45 minute time-limit. Each exam must be completed by the last day of the module in which it is assigned and is worth 300 points total of the candidates' final grade.

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

Discussion Board forums (6 at 30 pts ea)	180
Class Introductions	20
Individualized Education Plan (IEP)	250
Behavior Intervention Plan (BIP)	250
Exams (4 at 75 pts ea)	300
Total	1000

B. Scale

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

C. 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 420

Textbooks: Weishaar, *Case Studies in Special Education Law* (2006).
 McConnell, *Functional Behavior Assessment* (2001).
 Batemann & Herr, *Writing Measurable IEP Goals and Objectives* (2006).

WEEK/ MODULE	READING & STUDY	ASSIGNMENTS	POINTS
1	Weisharr: ch. 1 9 lecture notes	Course Requirements Checklist Class Introductions DB Forum 1	0 20 30
2	Weishaar: chs. 2, 4, and 8 6 lecture notes	DB Forum 2 Test 1	30 75
3	Weishaar: ch. 9 4 lecture notes	DB Forum 3	30
4	Weishaar: chs. 6–7 Bateman & Herr: pp. 9–38 4 lecture notes	DB Forum 4 Test 2	30 75
5	Weishaar: ch. 3, 5–Carlos Bateman & Herr: pp. 39–140 5 lecture notes	DB Forum 5	30
6	Weishaar: ch. 5–Brian & Terrance McConnell: pp. 1–40 10 lecture notes	IEP Test 3	250 75
7	McConnell: pp. 41–112 5 lecture notes	DB Forum 6	30
8	4 lecture notes	BIP Test 4	250 75
TOTAL			1000

DB = Discussion Board IEP = Individualized Education Plan BIP = Behavior Intervention Plan

NOTE: Each course week (except week 1) 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.