

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 521

FOUNDATIONS IN EXCEPTIONALITY

COURSE DESCRIPTION

A comprehensive course dealing with the characteristics of children and youth with disabilities and topics related to models of service delivery, documentation procedures, and legal/ethical issues. Recommended as the first special education course.

RATIONALE

It is imperative that all classroom teachers and administrators 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. “Inasmuch as ye have done it unto one of the least of these my brethren, ye have done it unto me” – Matthew 25:40b.

I. PREREQUISITES

EDUC 500 or equivalent

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 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 teacher candidate will be able to:

- A. Become acquainted with conceptual and biblical basis of special education.
- B. Become familiar with the legal requirements concerning students with exceptionalities.
- C. Identify the characteristics of various categories of exceptionality.
- D. Develop intervention strategies for students with exceptionalities.
- E. Complete a field experience in special education settings.
- F. Research current professional literature on special education.

V. COURSE REQUIREMENTS AND ASSIGNMENTS

A. Textbook readings and lecture presentations/notes

B. Discussion Board forums (6)

Discussion Board forums will be completed in two parts: a thread in response to the chosen topic and a reply to another candidate's thread. Each thread should be 3–5 paragraphs in length. A grading rubric is provided to ensure forums are completed properly. Threads will be due on the Sunday of the week assigned and a reply will be due on Thursday of the following week.

C. Class Introductions

In Module/Week 1, candidates will participate in an introductions discussion forum. The introduction thread should include a picture of the candidate alone, and general biographical information. The candidate will receive points for the assignment.

D. Workbook Summary

After completing the Gibbs & Dyches workbook, the candidate will complete a ½ to 1-page summary of the IEP writing process. The summary should also include the candidate's experience gained from completing the workbook. The Workbook Summary should be completed by Module/Week 2.

E. IEP Goal & Objectives

The candidate will compose a practice goal and 3–6 IEP objectives after viewing the presentations from Module/Week 2. The goal and objectives will be based on a student named Susie, who is described in detail during the presentations.

F. Journal Article Reviews (4)

The candidate will review and critique four journal articles. Each article must be current (within the last five years) and related to students with special needs. Each review should be 1-page in length and follow APA format. A grading rubric is available to ensure the Journal Article Review is completed properly. Journal Article Reviews are due in Modules/Weeks 3, 4, 5, & 6.

G. Field Experience Report

Ten hours in a classroom setting is required for this course. The candidate is to spend time working with exceptional students, complete a log, and then summarize the experience in a 1–2-page paper. APA format is required for this assignment. A Field Experience Plan including the candidate's plan for this assignment is due in Module/Week 3, and the report and log are due in Module/Week 8.

H. Special Educator Interview

The candidate will interview a special educator. The educator can be the teacher the candidate worked with on the field experience. After the interview, the candidate should write a 1-page summary on the interview. The Special Educator Interview is due Module/Week 8.

I. Chapter Quizzes (15)

Throughout the course, the candidate will complete chapter quizzes. Quizzes are based on the textbook. All quizzes are open-notes/open-book, and the candidate will have 1-hour to complete each one successfully.

J. Final IEP

The Final IEP will be completed using the scenario provided. The candidate will use the completed workbook, feedback from the IEP Goals/Objectives assignment, and the textbook to complete this assignment. The Final IEP is due Module/Week 8, the last week of the course.

VI. COURSE GRADING AND POLICIES

A. Points

Discussion Board forums	(6 at 40 pts ea)	240
Class Introductions		40
Workbook Summary		20
IEP Practice Goal & Objectives		30
Journal Article Reviews	(4 at 25 pts ea)	100
Field Experience Report		100
Special Educator Interview		50
Final IEP		120
Chapter Quizzes	(15 at 20 pts ea)	300
	Total	1000

B. Scale

A = 960–1000 A- = 940–959 B+ = 920–939 B = 890–919 B- = 870–889
 C+ = 850–869 C = 820–849 C- = 800–819 D+ = 780–799 D = 750–779
 D- = 730–749 F = 729 and below.

C. Late Assignments

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:

- Assignments submitted after the due date will receive a 10% deduction.
- Assignments submitted more than one week late receives a 20% deduction.
- 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

EDUC 521

Textbooks: Gibbs & Dyches, *Guide to Writing Quality Individualized Education Programs* (2007).

Hallahan & Kauffman, *Exceptional Learners: Introduction to Special Education* (2012).

WEEK/ MODULE	READING & STUDY	ASSIGNMENTS	POINTS
1	Hallahan: chs. 1-3 3 presentations	Course Requirements Checklist Class Introductions MAT/MED Core Advising Guide Quiz Discussion Board Forum 1 thread Chapter Quizzes (3)	0 40 0 20 60
2	Gibbs & Dyches Workbook 5 presentations	Discussion Board Forum 1 reply Discussion Board Forum 2 thread Workbook Summary IEP Goals & Objectives	20 20 20 30
3	Hallahan & Kauffman: chs. 4 & 5 2 presentations	Discussion Board Forum 2 reply Discussion Board Forum 3 thread Journal Article Review 1 Field Experience Plan Chapter Quizzes (2)	20 20 25 0 40
4	Hallahan & Kauffman: ch. 6 1 presentation	Discussion Board Forum 3 reply Discussion Board Forum 4 thread Journal Article Review 2 Chapter Quiz	20 20 25 20
5	Hallahan & Kauffman: chs. 7 & 8 1 presentation	Discussion Board Forum 4 reply Discussion Board Forum 5 thread Journal Article Review 3 Chapter Quizzes (2)	20 20 25 40
6	Hallahan & Kauffman: chs. 9 & 10 1 presentation 1 weblink	Discussion Board Forum 5 reply Discussion Board Forum 6 thread Journal Article Review 4 Chapter Quizzes (2)	20 20 25 40
7	Hallahan & Hauffman: chs. 11 & 12 1 presentation	Discussion Board Forum 6 reply Chapter Quizzes (2)	20 40
8	Hallahan & Hauffman: chs. 13-15 4 presentations	Field Experience Report Special Educator Interview Final IEP Chapter Quizzes (3)	100 50 120 60
TOTAL			1000

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