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 621
EDUCATIONAL ASSESSMENT FOR SPECIAL NEEDS

COURSE DESCRIPTION
This course examines the processes and strategies for assessing students with special needs.

RATIONALE
It is imperative for every school to have educators who understand the assessment process and can plan interventions for students who have learning difficulties and other related problems. Ministering to those in need is the professional responsibility of every educator and the spiritual mandate for every Christian. “Here is my servant,…my chosen one in whom I delight,… a bruised reed he will not break and a smoldering wick, he will not snuff out.” (Isaiah 42:1–3)

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. Microsoft Office

IV. MEASURABLE LEARNING OUTCOMES
Upon successful completion of this course, the candidate will be able to:
A. Demonstrate professional responsibilities by consistent course participation and completion of all stated assignments in a timely manner.
B. Integrate Christian and professional principles throughout the course.
C. Compare and contrast various educational assessments in order to better assist students with special needs.
D. Generalize current professional literature regarding educational assessment.
E. Conceptualize and demonstrate the ability to apply theories and select appropriate tools of assessment when given “real world” scenarios of special needs students.
F. Demonstrate educator competence in determining effective intervention needs based on assessment data for reading, written language and/or mathematics instruction when given “real world” scenarios of special needs students.

G. Examine, administer, and interpret educational assessment materials.

H. Formulate collaborative strategies based on assessment to enhance the success of all learners.

V. Course Requirements and Assignments

A. Textbook readings and lecture presentations/notes

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 (3)

Discussion boards are collaborative learning experiences. Therefore, the purpose of the Discussion Board Forums is to generate interaction among the candidates in regards to relevant current course topics. For Discussion Board Forums 1 and 2, the candidate is required to post 1 thread of 500–600 words. The candidate will also post 2 substantive replies of 200–250 words. For Discussion Board Forum 3, the candidate will post only 1 thread of 200–250 words. No replies will be required for this forum.
D. Group Discussion Board Forum

There will be 1 Group Discussion Board Forum in this course that will allow the candidate to select a group in which to participate based on his/her academic area of expertise or interest (reading, mathematics, or written language). The purpose is to generate interaction among the candidates in regards to a specific academic area for assessment. For this collaborative discussion board, the candidate must post 1 thread of 500–600 words and 2 replies of 200–250 words each. Posts must be supported with at least 2 references in current APA format. Acceptable sources include the Mental Measurements Yearbook (MMY) and the test publishers' websites (listed in the MMY).

E. Client Report: Plan and Permission Form

The candidate will complete the Client Report: Plan and Permission Form that will be used to complete the Client Report: Final Submission.

F. Client Report: Background and Teacher Referral

The candidate will submit the cover page of their selected Client Report with the Information and Client Background sections completed as well as the completed Teacher Referral Form.

G. Client Report: Progress Check

The candidate will submit their completed Client Report: Progress Check.

H. Client Report: Final Submission

The candidate will complete a Final Client Report based on 1 of the assessment instruments (Reading, Early Literacy, or Math).

I. Article Reviews (2)

The candidate will examine 2 special education research articles from current peer-reviewed journals and submit a 1–2-page scholarly review written in current APA format in Microsoft Word.

J. Case Studies (2)

The candidate will complete 2 graded exams in which test scores for a given case study will be interpreted. The candidate must then provide recommendations based on the data sets provided.

K. Test Reviews (5)

The candidate will choose 5 assessment instruments from the assigned textbook chapters and submit a written evaluation using the Test Review Form based on information from the Mental Measurements Yearbook (MMY) and Tests in Print database available through Liberty University Online’s Research Portal.
L. Quizzes (5)

The candidate will complete 5 quizzes. Each quiz will consist of 12 multiple-choice and multiple answer questions as well as 1 essay question based on the textbook readings. Each quiz is open book/open notes and must be completed in 2 hours. Once the quiz has begun, it must be completed and cannot be finished at a later time.

VI. COURSE GRADING AND POLICIES

A. Points

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course Requirements Checklist</td>
<td>10</td>
</tr>
<tr>
<td>Discussion Board Forums</td>
<td>180</td>
</tr>
<tr>
<td>Group Discussion Board Forum</td>
<td>80</td>
</tr>
<tr>
<td>Client Report: Plan and Permission Form</td>
<td>20</td>
</tr>
<tr>
<td>Client Report: Background and Teacher Referral</td>
<td>30</td>
</tr>
<tr>
<td>Client Report: Progress Check</td>
<td>20</td>
</tr>
<tr>
<td>Client Report: Final Submission</td>
<td>100</td>
</tr>
<tr>
<td>Article Reviews</td>
<td>140</td>
</tr>
<tr>
<td>Case Studies</td>
<td>80</td>
</tr>
<tr>
<td>Test Reviews</td>
<td>200</td>
</tr>
<tr>
<td>Quizzes</td>
<td>150</td>
</tr>
</tbody>
</table>

Total 1010

B. Scale

D- = 730–749  F = 0–729

C. LiveText Submission Policy

Assignments that are to be submitted to LiveText must be submitted there in order to receive credit for them. This includes assignments that are also submitted in Blackboard, including those submitted to SafeAssign.

D. Late Assignment Policy

If the student is unable to complete an assignment on time, then he or she must contact the instructor immediately by email.

Assignments that are submitted after the due date without prior approval from the instructor will receive the following deductions:

1. Late assignments submitted within one week of the due date will receive a 10% deduction.

2. Assignments submitted more than one week late will receive a 20% deduction.

3. Assignments submitted two weeks late or after the final date of the course will not be accepted.
4. Late Discussion Board threads or replies will not be accepted. Special circumstances (e.g. death in the family, personal health issues) will be reviewed by the instructor on a case-by-case basis.

E. Disability Assistance

Candidates 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. Further information can be found at www.liberty.edu/disabilitysupport.

VII. BIBLIOGRAPHY


## COURSE SCHEDULE

**EDUC 621**


<table>
<thead>
<tr>
<th>MODULE/WEEK</th>
<th>READING &amp; STUDY</th>
<th>ASSIGNMENTS</th>
<th>POINTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Cohen &amp; Spenciner: chs. 1–4 2 presentations 1 selected article</td>
<td>Course Requirements Checklist Advising Guide Quiz Class Introductions Client Report: Plan and Permission Form Article Review 1 Quiz 1</td>
<td>10 0 0 20 70 30</td>
</tr>
<tr>
<td>2</td>
<td>Cohen &amp; Spenciner: chs. 5–6 1 presentation 1 selected article</td>
<td>Article Review 2 Case Study A</td>
<td>70 30</td>
</tr>
<tr>
<td>3</td>
<td>Cohen &amp; Spenciner: chs. 7, 16 2 presentations</td>
<td>DB Forum 1 Test Review 1</td>
<td>80 40</td>
</tr>
<tr>
<td>4</td>
<td>Cohen &amp; Spenciner: chs. 8–9 1 presentation</td>
<td>Client Report: Background and Teacher Referral Test Review 2 Quiz 2</td>
<td>30 40 30</td>
</tr>
<tr>
<td>5</td>
<td>Cohen &amp; Spenciner: chs. 10–11 1 presentation</td>
<td>Group DB Forum Test Review 3 Quiz 3</td>
<td>80 40 30</td>
</tr>
<tr>
<td>6</td>
<td>Cohen &amp; Spenciner: chs. 12–13 1 presentation</td>
<td>Client Report: Progress Check Test Review 4 Quiz 4</td>
<td>20 40 30</td>
</tr>
<tr>
<td>7</td>
<td>Cohen &amp; Spenciner: chs. 14–15 1 presentation 1 selected article</td>
<td>DB Forum 2 Test Review 5 Quiz 5</td>
<td>80 40 30</td>
</tr>
<tr>
<td>8</td>
<td>Cohen &amp; Spenciner: chs. 17–18 2 presentations</td>
<td>DB Forum 3 Final Client Report Case Study B: Final Exam</td>
<td>20 100 50</td>
</tr>
</tbody>
</table>

**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**.