

**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. Dyslexia Awareness Training Module

The candidate will view the Dyslexia Guide provided and complete the Online training for dyslexia awareness, then scan and upload the dyslexia certificate to the link provided.

- E. 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).

- F. 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.

- G. 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.
- H. Client Report: Progress Check  
The candidate will submit their completed Client Report: Progress Check.
- I. Client Report: Final Submission  
The candidate will complete a Final Client Report based on 1 of the assessment instruments (Reading, Early Literacy, or Math).
- J. 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.
- K. 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.
- L. 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.
- M. 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		
	Course Requirements Checklist	10
	Discussion Board Forums (2 at 70 pts ea; 1 at 20 pts)	160
	Dyslexia Awareness Training Module	20
	Group Discussion Board Forum	80
	Client Report: Plan and Permission Form	20
	Client Report: Background and Teacher Referral	30
	Client Report: Progress Check	20
	Client Report: Final Submission	100
	Article Reviews (2 at 70 pts ea)	140

Case Studies	(1 at 30 pts; 1 at 50 pts)	80
Test Reviews	(5 at 40 pts ea)	200
Quizzes	(5 at 30 pts ea)	150
	<b>Total</b>	<b>1010</b>

B. Scale

A = 960–1010 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 = 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. Disability Assistance

Candidates with a documented disability may contact Liberty University Online's Office of Disability Academic Support (ODAS) at [LUOODAS@liberty.edu](mailto:LUOODAS@liberty.edu) to make arrangements for academic accommodations. Further information can be found at [www.liberty.edu/disabilitysupport](http://www.liberty.edu/disabilitysupport).

**VII. BIBLIOGRAPHY**

Cohen, L. G. & Spenciner, L. J. (2011) *Assessment of children and youth with special needs*. Upper Saddle River, NJ: Pearson, Inc.

National Association of School Psychologists, <http://www.nasponline.org>.

Pearson Clinical Assessment. Psychological Corporation, <http://www.PsychCorp.com>.

Virginia Department of Education. (2014) Virginia's guidelines for educating students with specific learning disabilities. Retrieved from [http://www.doe.virginia.gov/special\\_ed/disabilities/learning\\_disability/learning\\_disabilities\\_guidelines.pdf](http://www.doe.virginia.gov/special_ed/disabilities/learning_disability/learning_disabilities_guidelines.pdf)

## ***COURSE SCHEDULE***

### **EDUC 621**

Textbooks: Cohen & Spenciner, *Assessment of Children and Youth with Special Needs* (2015).  
 Either: Johns, et al., *Basic Reading Inventory* (2017).  
 Or: Guillaume, *Classroom Mathematics Inventory for Grades K-6* (2005).

<b>MODULE/ WEEK</b>	<b>READING &amp; STUDY</b>	<b>ASSIGNMENTS</b>	<b>POINTS</b>
<b>1</b>	Cohen & Spenciner: chs. 1–4 2 presentations 1 powerpoint 2 selected article	Course Requirements Checklist	10
		Advising Guide Quiz	0
		Class Introductions	0
		Client Report: Plan and Permission Form	20
		Article Review 1	70
		Quiz 1	30
<b>2</b>	Cohen & Spenciner: chs. 5–6 1 presentation 1 selected article	Article Review 2	70
		Case Study A	30
<b>3</b>	Cohen & Spenciner: chs. 7, 16 2 presentations	DB Forum 1	70
		Test Review 1	40
<b>4</b>	Cohen & Spenciner: chs. 8–9 1 presentation	Client Report: Background and Teacher Referral	30
		Test Review 2	40
		Quiz 2	30
<b>5</b>	Cohen & Spenciner: chs. 10–11 1 online training module 1 presentation 1 article	Group DB Forum	80
		Dyslexia Training Module Certificate	20
		Test Review 3	40
		Quiz 3	30
<b>6</b>	Cohen & Spenciner: chs. 12–13 1 presentation	Client Report: Progress Check	20
		Test Review 4	40
		Quiz 4	30
<b>7</b>	Cohen & Spenciner: chs. 14–15 1 presentation 1 selected article	DB Forum 2	70
		Test Review 5	40
		Quiz 5	30
<b>8</b>	Cohen & Spenciner: chs. 17–18 2 presentations	DB Forum 3	20
		Final Client Report	100
		Case Study B: Final Exam	50
<b>TOTAL</b>			<b>1010</b>

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**.