

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 are prepared to assess special needs and plan intervention 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. "Inasmuch as ye have done it unto one of the least of these my brethren, ye have done it unto me." (Matthew 25:36)

I. PREREQUISITES

EDUC 500, EDUC 518, and EDUC 521

II. REQUIRED RESOURCE PURCHASE

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

III. RECOMMENDED RESOURCES

Guillaume, A. M. (2004). *Classroom mathematics inventory for grades K-6: An informal assessment*. Allyn & Bacon. ISBN: 0205464564

Johns, J. L. (2005) *Basic reading inventory* (9th ed.). Dubuque, IA: Kendall/Hunt. ISBN: 0-7575-1842-7

IV. ADDITIONAL MATERIALS FOR LEARNING

- A. Computer with basic audio and video equipment
- B. Internet access (broadband recommended)
- C. Microsoft Word
(Microsoft Office is available at a special discount to Liberty University students.)
- D. Required for all graduate level courses:
American Psychological Association. *Concise rules of APA style*.
Washington, DC: Author.

V. MEASURABLE LEARNING OUTCOMES

Upon successful completion of this course, the teacher 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. Utilize technology competencies for educators for effective reading instruction.
- D. Conceptualize theories and models of assessment.
- E. Examine, administer, and interpret educational assessment materials.
- F. Compare and contrast various educational assessments in order to better assist special needs students.
- G. Generalize current professional literature regarding educational assessment.
- H. Formulate collaborative strategies based on assessment to enhance the success of all learners.

VI. COURSE REQUIREMENTS AND ASSIGNMENTS

- A. Textbook readings and lecture presentations/notes
- B. 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 about the candidate. The candidate will receive points for the assignment for uploading the picture, providing the general information, and maintaining professionalism in the presentation.
- C. Introductory Assignment

In Module/Week 1, candidates will identify their client for their Final Project: Client Report and identify the assessment tool that will be used in a Word document submitted through Blackboard. (See Course Content > Syllabus and Assignment Instructions > Assignment Instructions for more details.)
- D. Discussion Board forums (7)

Candidates will participate in online discussions with the instructor and fellow classmates. Each of 7 discussion forums will consist of: (1) a new thread in response to the instructor's prompt and (2) replies to two other candidate's initial posts (new threads). (See Course Content > Syllabus and Assignment Instructions > Assignment Instructions for more details.)
- E. Article Reviews

Candidates will evaluate three (3) research articles from current special education journals and submit a scholarly review using Microsoft Word and APA format style. (See Course Content > Syllabus and Assignment Instructions > Assignment Instructions for more details.)

F. Test Reviews

Candidates will choose three (3) assessment instruments from the assigned textbook chapters, or ones used in their school system related to the assigned textbook chapters, and submit a written evaluation using a prescribed Test Review Form. (See Course Content > Syllabus and Assignment Instructions > Assignment Instructions for more details.)

G. Final Project: Client Report

Candidates will complete a client report based on specific assessment instruments provided. (See Course Content > Syllabus and Assignment Instructions > Assignment Instructions for more details.)

H. Final Discussion: Course Reflection

Candidates will reflect on the mission and conceptual framework of graduate education as well as the summative assessment of their degree program. See Course Content > Syllabus and Assignment Instructions > Assignment Instructions for more details.)

I. Quizzes (6)

Candidates are required to complete 6 online quizzes that will consist of multiple-choice questions based on readings from the textbook. The quizzes are open-book and untimed. (See Course Content > Syllabus and Assignment Instructions > Assignment Instructions for more details.)

J. Final exam: Case study

As a final exam, candidates will interpret test scores for a given case study and make recommendations based on assessment. (See Course Content > Syllabus and Assignment Instructions > Assignment Instructions for more details.)

VII. COURSE GRADING AND POLICIES

A. Points

Class Introductions	20
Introductory Assignment	20
Quizzes (6 at 30 pts ea)	180
Discussion Board forums (7 at 40 pts ea)	280
Article Reviews (3 at 50 pts ea)	150
Test Reviews (3 at 50 pts ea)	150
Final Project: Client Report	100
Final Discussion: Course Reflection	20
Final Exam: Case Study	80

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. 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.

D. Late 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:

- 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.

COURSE SCHEDULE

EDUC 621

Textbook: Venn, *Assessing Students with Special Needs*, 4th ed. (2007).

WEEK/ MODULE	READING & STUDY	ASSIGNMENTS	POINTS
1	Venn: chs. 1–3 2 presentations	Course Requirements Checklist	0
		MAT/MED Specialization Advising Guide Quiz	0
		MAT/MED Professional Advising Guide Quiz	0
		Class Introductions	20
		Introductory Assignment	20
		Discussion Board Forum 1 Thread	30
		Article Review 1	50
Quiz 1	30		
2	Venn: chs. 4–6 1 presentation	Discussion Board Forum 1 Replies	10
		Discussion Board Forum 2 Thread	30
		Test Review 1	50
		Quiz 2	30
3	Venn: chs. 7–9 1 presentation	Discussion Board Forum 2 Replies	10
		Discussion Board Forum 3 Thread	30
		Article Review 2	50
		Quiz 3	30
4	Venn: chs. 10–12 1 presentation	Discussion Board Forum 3 Replies	10
		Discussion Board Forum 4 Thread	30
		Test Review 2	50
		Quiz 4	30
5	Venn: chs. 13–15 1 presentation	Discussion Board Forum 4 Replies	10
		Discussion Board Forum 5 Thread	30
		Article Review 3	50
		Quiz 5	30
6	Venn: chs. 16–18 1 presentation	Discussion Board Forum 5 Replies	10
		Discussion Board Forum 6 Thread	30
		Test Review 3	50
		Quiz 6	30
7	—	Discussion Board Forum 6 Replies	10
		Discussion Board Forum 7 Thread	30
		Final Project: Client Report	100
8	—	Discussion Board Forum 7 Replies	10
		Final Discussion: Course Reflection	20
		Final Exam: Case Study	80
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.