

**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***

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### **EDSP 725**

#### **ASSESSMENT AND EVALUATION IN SPECIAL EDUCATION**

#### **COURSE DESCRIPTION**

This course provides study and analysis of assessment, instrumentation, and evaluation of special education research. A primary focus is on data-driven decision making, evaluating research methods, analyzing results, and examining evidence-based practices.

#### **RATIONALE**

The purpose of this course is to emphasize the reliability and validity of research instruments, and evaluate research methodology to inform future research and programming for an individual with special needs. This course provides candidates with the skills to systematically collect, analyze, and synthesis special education research, as well as identify and evaluate evidence-based practice.

#### **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. RECOMMENDED RESOURCE**

American Psychological Association. *Publication manual of the American Psychological Association* (Current ed.). Washington, DC: Author.

#### **IV. ADDITIONAL MATERIALS FOR LEARNING**

- A. Computer with basic audio/video output equipment
- B. Internet access (broadband recommended)
- C. Blackboard [recommended browsers](#)
- D. Microsoft Word and PowerPoint

#### **V. MEASURABLE LEARNING OUTCOMES**

Upon successful completion of this course, the candidate will be able to:

- A. Implement valid research-based assessment measures to facilitate and assess learning as well as behavioral interventions for individuals with disabilities.

- B. Assess and evaluate special education research using methods of best practice.
- C. Determine if research variables are operationally defined, and research instruments are reliable and valid.
- D. Investigate single-subject research designs and applied behavior analysis used to study behavioral change in individuals or small groups.
- E. Utilize data-driven decision making and evidence-based practices to inform special education programming and instruction for individuals with disabilities.
- F. Apply a biblical worldview to the analysis and evaluation of literature, readings, and research in special education.

## VI. COURSE REQUIREMENTS AND ASSIGNMENTS

- A. Textbook readings and lecture presentations
- B. Course Requirements Checklist
 

After reading the Course Syllabus and [Candidate Expectations](#), the candidate will complete the related checklist found in Module/Week 1.
- C. Discussion Board Forums (3)
 

Discussion boards are collaborative learning experiences. Therefore, the candidate is required to provide a thread in response to the provided prompt in each forum. Each thread must be at least 400 words, include 2 sources, 2 separate in-text citations in current APA format, and demonstrate course-related knowledge. In addition to the thread, the candidate is required to reply to 2 other classmates' threads. Each reply must be at least 200 words and include 1 in-text citation in current APA format. (MLO: A, B, C, D, E, F)
- D. Quality Indicator Summary Analysis
 

Using the assigned readings found in the Reading & Study folder, the candidate will read and analyze the quality indicators presented by the Council for Exceptional Children. The candidate will then complete the provided template. Each section of the template must be at least 200 words and incorporate 1 citation from a scholarly journal. The candidate must provide a title page, a reference page, and a word count for each section. (MLO: A, B, C)
- E. Glossary Assignments
  - a. Research Design Glossary Entries (3)
 

The candidate will complete the research design glossary template for quantitative, single-subject, and qualitative methodologies. The template will include definitions, purpose, characteristics, quality indicators, strengths, weaknesses, and critical issues. Each section of the template must incorporate at least 1 citation from a scholarly journal per section, and a word count for sections when prompted. A reference page is also required.

b. Personalized Research and Assessment Glossary

The candidate will complete a glossary template with important or unfamiliar terms of his/her choosing, which will include definitions, term descriptions written in the candidate's own words, synonyms, examples, antonyms, and sentences using the term. The candidate will also develop a graphic organizer or visual for each term. A minimum of 30 terms is required with at least 2 citations from a journal article per section. (MLO: A, B, C, D, E)

F. Assessment Professional Interview

The candidate will interview an Assessment Professional via phone, WebEx, or face-to-face meeting. The assignment submission must include the interview questions and a typed summary of interviewee's response to each question. (MLO: A, E)

G. Ci3T Check for Understanding

The candidate will complete the "Check for Understanding" activity at located at [https://kansasedu.qualtrics.com/jfe/form/SV\\_0BX4q2TNVt1cRZX](https://kansasedu.qualtrics.com/jfe/form/SV_0BX4q2TNVt1cRZX), the research to inform practice website. The quiz will cover the Reading & Study material from the first 5 module/weeks. It will be open-book/open-notes, and will contain multiple choice and true/false questions. The quiz must be taken until 95% mastery is achieved. A PDF showing the completed quiz must be submitted. (MLO: A, B, C, D)

H. Quality-Indicator Coding Matrix

For this assignment, the candidate will complete a coding matrix question assignment and evaluate 2 research articles (quantitative and single-subject). The candidate will then complete the quality indicator matrix using two of the articles from the list provided in the assignment instructions. All areas of the matrix must be completed. (MLO: A, B, C, D)

I. Course Reflection Paper

The candidate will answer questions found in the Course Reflection Questions word document provided in the Assignment Instructions folder in Blackboard. This assignment will require the candidate to reflect on the knowledge, concepts, and skills learned throughout the course, then analyze their importance. The candidate will further synthesize how he/she can utilize the course information and discuss what more he/she need to learn. At least 800 words are required. (MLO: A, B, C, D, E, F)

J. Data-Based Decision-Making PowerPoint

For this assignment, the candidate will create a PowerPoint presentation from the perspective of an administrator or leader in the field of education to be presented to pre-service or in-service teachers regarding the utilization of data-based decision-making with a student with special needs. The presentation must include 15 slides, excluding the title and reference slides, and must include notes for each slide with supporting evidence from the two course texts. (MLO: B, C, D, E)

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

|   |             |
|---|-------------|
| Course Requirements Checklist                 | 10          |
| Discussion Board Forums (3 at 45 pts)         | 135         |
| Quality Indicator Summary Analysis            | 70          |
| Glossary Assignments                          |             |
| Research Design Glossary Entries(3 at 50 pts) | 150         |
| Personalized Research and Assessment Glossary | 180         |
| Assessment Professional Interview             | 75          |
| Ci3T Check for Understanding                  | 80          |
| Quality-Indicator Coding Matrix               | 150         |
| Course Reflection Paper                       | 100         |
| Data-Based Decision-Making PowerPoint         | 60          |
| <b>Total</b>                                  | <b>1010</b> |

**B. Scale**

A = 940–1010    A- = 920–939    B+ = 900–919    B = 860–899    B- = 840–859  
 C+ = 820–839    C = 780–819    C- = 760–779    D+ = 740–759    D = 700–739  
 D- = 680–699    F = 0–679

**C. Disability Assistance**

Students with a documented disability may contact Liberty University Online’s Office of Disability Accommodation 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).

If you have a complaint related to disability discrimination or an accommodation that was not provided, you may contact ODAS or the Office of Equity and Compliance by phone at (434) 592-4999 or by email at [equityandcompliance@liberty.edu](mailto:equityandcompliance@liberty.edu). Click to see a full copy of Liberty’s [Discrimination, Harassment, and Sexual Misconduct Policy](#) or the [Student Disability Grievance Policy and Procedures](#).

## ***COURSE SCHEDULE***

### **EDSP 725**

Textbooks: Pyrczak, *Evaluating Research in Academic Journals* (2014).  
Swanson et al., *Handbook of Learning Disabilities* (2013).

| <b>MODULE/<br/>WEEK</b> | <b>READING &amp; STUDY</b>  | <b>ASSIGNMENTS</b>   | <b>POINTS</b>      |
|-------------------------|---|--|--------------------|
| <b>1</b>                | Pyrczak: ch. 1<br>2 presentations<br>2 articles   | Course Requirements Checklist<br>Class Introductions<br>Advising Guide Acknowledgement<br>DB Forum 1 | 10<br>0<br>0<br>45 |
| <b>2</b>                | Pyrczak: chs. 2–8, Appendix A<br>2 presentations<br>6 articles                            | DB Forum 2<br>Quality Indicator Summary Analysis   | 45<br>70           |
| <b>3</b>                | Pyrczak: chs. 9–10, Appendix C<br>Swanson et al.: ch. 31<br>2 presentations<br>2 articles | DB Forum 3<br>Research Design Glossary: Quantitative<br>Entry  | 45<br>50           |
| <b>4</b>                | Pyrczak: ch. 11, Appendix B<br>Swanson et al.: ch. 35<br>1 presentation<br>3 articles     | Research Design Glossary: Qualitative<br>Entry<br>Assessment Professional Interview                  | 50<br>75           |
| <b>5</b>                | Swanson et al.: ch. 32<br>2 presentations<br>4 articles                                   | Research Design Glossary: Single<br>Subject Entry<br>Ci3T Check for Understanding                    | 50<br>80           |
| <b>6</b>                | Pyrczak: ch. 12<br>Swanson et al.: ch. 28<br>3 presentations<br>4 articles                | Quality-Indicator Coding Matrix  | 150                |
| <b>7</b>                | Swanson et al.: ch. 28<br>2 presentations<br>5 articles                                   | Personalized Research and Assessment<br>Glossary   | 180                |
| <b>8</b>                | Pyrczak: ch. 13<br>1 presentation<br>3 articles   | Course Reflection Paper<br>Data-Based Decision-Making<br>PowerPoint                                  | 100<br>60          |
| <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**.