

**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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### **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. Blackboard [recommended browsers](#)
- D. 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 instructional 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 (2)  
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 one thread of 500–600 words. The candidate will also post two substantive replies of 200–250 words. (MLO: A, B, D)
- D. Requirements for Teacher Preparation Programs.  
The candidate will read the Special Education documents and Dyslexia Awareness Training materials related to the Requirements for Teacher Preparation Programs. Then submit the Dyslexia Awareness completion Certificate in LiveText and complete a quiz covering the contents of this assignment. (MLO: A, D)
- E. Group Discussion Board Forum  
There will be one 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 one thread of 500–600 words and two replies of 200–250 words each. Posts must be supported with at least two references in current APA format. Acceptable sources include the Mental Measurements Yearbook (MMY) and the test publishers' websites (listed in the MMY). (MLO: A, C)
- F. Client Report: Plan  
The candidate will complete the Client Report: Plan that will be used to complete the Client Report: Final Submission. (MLO: A, G)
- 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. (MLO: A, G)

- H. Client Report: Progress Check  
The candidate will submit their completed Client Report: Progress Check. (MLO: A, G)
- 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). (MLO: A, E, F, G, H)
- J. Article Review (1)  
The candidate will examine one special education research article from a current peer-reviewed journal and submit a 1–2-page scholarly review written in current APA format in Microsoft Word. (MLO: A, D)
- K. Case Studies (2)  
The candidate will complete two 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. (MLO A, F, H)
- L. Test Reviews (5)  
The candidate will choose five 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. (MLO: A, C)
- M. Quizzes (5)  
The candidate will complete five quizzes. Each quiz will consist of 12 multiple-choice and multiple answer questions as well as one essay question based on the textbook readings. Each quiz is open book/open notes and must be completed in two hours. Once the quiz has begun, it must be completed and cannot be finished at a later time. (MLO: A, E, H)

**VI. COURSE GRADING AND POLICIES**

A. Points

Course Requirements Checklist		10
Discussion Board Forums	(2 at 80 pts ea)	160
SPED and Dyslexia Quiz		50
Group Discussion Board Forum		80
Client Report: Plan Form		30
Client Report: Background and Teacher Referral		30
Client Report: Progress Check		30
Client Report: Final Submission		100
Article Review		70
Case Studies	(2 at 50 pts ea)	100
Test Reviews	(5 at 40 pts ea)	200
Quizzes	(5 at 30 pts ea)	150
	<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. LiveText Submission Policy

All LiveText assignments must be submitted to Blackboard and LiveText in order for the candidate to receive credit. **LiveText Submission Exception:** Candidates pursuing the following programs: M.Ed. in Higher Education, Ed.S. in Higher Education Administration, the Ph.D. in Education, and the Ph.D. in Higher Education Administration, are not required to submit this assignment in LiveText, but must submit this assignment in Blackboard.

## D. Disability Assistance

Candidates 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](#).

## 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 3 presentations 1 participant selected article	Course Requirements Checklist	10
		Advising Guide Acknowledgement	0
		Class Introductions	0
		Article Review	70
		Quiz 1	30
<b>2</b>	Cohen & Spenciner: chs. 5–7 SLD and Dyslexia Awareness Training materials 1 presentation	Client Report: Plan	30
		SLD and Dyslexia Quiz	50
		Case Study A	50
<b>3</b>	Cohen & Spenciner: ch. 16 2 presentations	DB Forum 1	80
		Test Review 1	40
<b>4</b>	Cohen & Spenciner: chs. 8–9 1 presentation	Client Report: Backgr. and T. Referral	30
		Test Review 2	40
		Quiz 2	30
<b>5</b>	Cohen & Spenciner: chs. 10–11 1 presentation	Group DB Forum	80
		Test Review 3	40
		Quiz 3	30
<b>6</b>	Cohen & Spenciner: chs. 12–13 1 presentation	Client Report: Progress Check	30
		Test Review 4	40
		Quiz 4	30
<b>7</b>	Cohen & Spenciner: chs. 14–15 1 presentation 1 selected article	DB Forum 2	80
		Test Review 5	40
		Quiz 5	30
<b>8</b>	Cohen & Spenciner: chs. 17–18 2 presentations	Final Client Report	100
		Case Study B	50
<b>TOTAL</b>			<b>1010</b>

DB = Discussion Board SLD = Specific Learning Disabilities Backgr.= Background T. = Teacher

**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**.