

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 622

EDUCATIONAL ASSESSMENT AND INTERVENTION

COURSE DESCRIPTION

A study of the techniques and procedures of educational identification and intervention strategies, collaboration, and referral. Field experience required.

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.

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. Utilize technology competencies for effective assessment.
- B. Conceptualize theories and models of assessment.
- C. Examine, administer, and interpret educational assessment materials.
- D. Generalize current professional literature regarding educational assessment.
- E. Formulate intervention strategies based on assessment to enhance the success of all learners.

- F. Demonstrate professional responsibilities by consistent course participation and completion of all stated assignments in a timely manner.
- G. Integrate Christian and professional principles throughout the course.

V. COURSE REQUIREMENTS AND ASSIGNMENTS

- A. Textbook readings and lecture presentations
- 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 candidate is required to provide a thread in response to the provided prompt for each forum. Each thread must be 450–500 words and demonstrate course-related knowledge. In addition to the thread, the candidate is required to reply to 2 other classmates' threads. Each forum must follow current APA formatting. The candidate must incorporate a biblical worldview, and use Bible passages to support his/her opinion. Each reply must be 150–200 words. (MLO: F, G)

- D. Assessment Evaluations (2)

The candidate will complete 2 separate assessment evaluations based on current assessment instruments used for diagnostic, intervention, and behavioral evaluations in school settings. The first assessment evaluation will focus on reading/writing. The second evaluation will focus on behavioral, reading, or intervention. The second assessment evaluation's focus will depend on the candidate's major. Each evaluation will include 3 components: a review of 4 testing instruments, support and/or review from Burows Mental Measurement database for each instrument, and a reflection and application to current school settings. Each evaluation must be formatted in current APA, contain a minimum of 8 pages of content (2 pages per instrument review), and include cover and reference pages. (MLO: B, C, D)

E. Case Study for Data Analysis Report

1. Case Study Part 1 – Data Interpretations

For this part, the candidate will read a case study describing a student and input 3 different sets of data into an Excel file to examine various plots of data on a graph. Using the information gathered from the Excel file, the candidate will determine which graph shows the student below expectations, meeting expectations, and exceeding expectations and write a brief explanation about each graph.

2. Case Study Part 2 – Interventions

For this part, the candidate will use the case study which describes the student in Part 1 who is below expectations in reading based on the graph. The candidate will create at least 2 research-based interventions and identify an assessment to use to monitor the student's progress. The paper must be a minimum of 3–4 pages (not including the title and reference pages), cite support from at least 2 scholarly articles, and use current APA format.

3. Case Study Part 3 – Teacher Recommendations

The candidate will create a brief, objective report which provides information to include in the student's file, identifying why the student is below expectations, interventions to use, and future recommendations for the student, parent, or other classroom teachers. (MLO: A, B, C, D, E)

F. Client Report

The candidate will identify 1 K-12 student and complete a report using assessment instruments based on the candidate's program of study—reading or math. The candidate will write a report based on the data from the assessment and create recommendations for the client. Submission is required in Livetext. *Field experience requirement with K-12 client. However, no field placement is needed through the field office.* (MLO: B, C, E, G)

G. VDOE Dyslexia Awareness Module

The candidate will view and complete the required Dyslexia Awareness Module as required by the state of Virginia for the licensure and student teaching/internship process. The candidate will be required to view the entire module (approximately 40 minutes) in one sitting. Upon successful completion, the candidate will scan and upload his/her completion certificate to Blackboard, using the Blackboard link provided, and LiveText. (MLO: F)

H. Tests (3)

Each test will cover the Reading & Study materials for the assigned module(s)/week(s). Each test will be open-book/open-notes, contain 50 multiple-choice questions, as well as 1 essay question. Each test will have a 2-hour and 30-minute time limit. (MLO: B, E, F)

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

Course Requirements Checklist		10
Discussion Board Forums (3 at 40 pts ea)		120
Assessment Evaluations (2 at 100 pts ea)		200
Case Study for Data Analysis Report		
Case Study Part 1 – Data Interpretations		60
Case Study Part 2 – Interventions		60
Case Study Part 3 – Teacher Recommendations		60
Client Report		150
VDOE Dyslexia Awareness Module		50
Test 1	(Modules 1–3)	100
Test 2	(Modules 4–5)	100
Test 3	(Module 6)	100
	Total	1010

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 to make arrangements for academic accommodations. Further information can be found at 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. 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

EDUC 622

Textbook: Overton, *Assessing Learners With Special Needs* (2016).

MODULE/ WEEK	READING & STUDY	ASSIGNMENTS	POINTS
1	Overton: chs. 1–2 1 presentation	Course Requirements Checklist Class Introductions Advising Guide Acknowledgement DB Forum 1	10 0 0 40
2	Overton: chs. 3–4 1 article 2 websites	DB Forum 2 Assessment Evaluation 1 – Reading	40 100
3	Overton: ch. 5 1 website	Test 1 – chs. 1–5	100
4	Overton: chs. 6–7 1 presentation 1 article	*Assessment Evaluation 2 – Behavioral - Remediation - or Intervention Case Study Part 1 – Data Interpretations	100 60
5	Overton: ch. 8 1 presentation	Test 2 – chs. 6–8	100
6	Overton: chs. 9–10 2 presentations	Case Study Part 2 – Interventions Test 3 – chs. 9–10	60 100
7	Overton: ch. 13 1 presentation	DB Forum 3 Client Report	40 150
8	2 presentations	Case Study Part 3 – Teacher Recommendations VDOE Dyslexia Awareness Module	60 50
TOTAL			1010

DB = Discussion Board

*Assessment Evaluation 2 – (Behavioral, Remediation, or Intervention)

- *Reading Specialist candidates* will complete a remediation evaluation with a focus on reading, spelling, and/or writing.
- *Special education candidates* will complete an intervention evaluation with a focus on reading or behavior.
- *School counselor candidates* will complete an intervention evaluation with a focus on behavior.
- *Math Specialist candidates* will complete a remediation evaluation with math concepts.

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**.