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 <u>not</u> be used to purchase course materials.

COURSE SYLLABUS

EDUC 784
ASSESSMENT & ACCREDITATION

COURSE DESCRIPTION

The purpose of this course is to explore assessment programs and research that informs planning and results in measurable improvements for students. The course will also explore how assessment can be used to align programs with the goals and values of the institution, while satisfying accreditation requirements.

RATIONALE

This course explores assessment strategies that leaders within higher education can use to bring about continuous improvements, which align with the mission and values of the institution while simultaneously satisfying the requirements of accreditation agencies and other stakeholders.

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 student will be able to:

    A. Demonstrate knowledge of research regarding higher education assessment, planning, and accreditation.

    B. Analyze the importance of institutional mission, values, goals, and expected student learning outcomes within the higher education context.

    C. Analyze how assessment can be used to align programs with institutional mission and values.

D. Examine ways that assessment can help institutions meet the requirements of regional and programmatic accreditors, as well as federal and state governmental entities.

E. Evaluate how assessment programs lead to continuous measureable improvements in student services, programs, and learning at all levels of the institution.

F. Create a generic comprehensive assessment model that aligns with institutional goals and values, and results in continuous improvement.

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 (2)

Discussion boards are collaborative learning experiences. Therefore, the candidate is required to create a thread in response to the provided prompt for each forum. Each thread must be at least 500 words and demonstrate course-related knowledge. Current APA formatting must be used and at least 8 different sources must be cited—1 of which must be a biblical source. In addition to the thread, the candidate is required to reply to 2 classmates' threads. Each reply must be at least 150 words. (MLO: A, B, D)

D. Research Papers (6)

The candidate will write six 3–5-page research-based papers in current APA format that focus on the specific topic for each module/week assigned. Each paper must include at least 10 references in addition to the course textbook and the Bible. (MLO: A, B, C, D, E, F)

VI. **COURSE GRADING AND POLICIES**

A. Points

Course Requirements Checklist	10
Discussion Board Forums (2 at 140 pts ea)	280
Research Papers (6 at 120 pts ea)	720
Total	1010

B. Scale

A = 960–1010   A- = 940–959   B+ = 920–939   B = 900–919   B- = 880–899

C+ = 860–879   C = 840–859   C- = 820–839   D+ = 800–819   D = 780–799

D- = 760–779   F = 0–759

C.   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 784

Textbook: Banta & Palomba, *Assessment Essentials* (2015).

MODULE/ WEEK	READING & STUDY	ASSIGNMENTS	POINTS
1	Banta & Palomba: ch. 1 2 presentations 4 websites	Course Requirements Checklist Class Introductions Advising Guide Acknowledgement DB Forum 1 Thread	10 0 0 80
2	Banta & Palomba: ch. 3 2 presentations 5 websites	DB Forum 1 Replies Research Paper 1	60 120
3	Banta & Palomba: chs. 2, 4 2 presentations 3 websites	Research Paper 2	120
4	Banta & Palomba: chs. 5, 8 2 presentations 11 websites	Research Paper 3	120
5	Banta & Palomba: chs. 6–7, 9 2 presentations 7 websites	Research Paper 4	120
6	Banta & Palomba: ch. 10 2 presentations 5 websites	Research Paper 5	120
7	Banta & Palomba: ch. 11 2 presentations 6 websites	Research Paper 6	120
8	Banta & Palomba: ch. 12 10 websites	DB Forum 2	140
		TOTAL	1010

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**.