

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 650

SPECIALISTS FOR READING/MATH PROGRAMS

COURSE DESCRIPTION

An investigation of research-based intervention for reading or math programs. The role of the reading or math specialist to the total school program is also examined. Field experience required.

RATIONALE

It is imperative for every school to hire educators who are prepared to develop programs and support classroom teachers in planning differentiated instructions for students with special needs. This course focuses on meeting the specific needs of young children and students with math or reading difficulties. The responsibility for meeting these needs is often assigned to program specialists, such as reading and math specialists. Our professional responsibility and spiritual mandate is to minister to individuals with unique needs as God created us. "I will praise You, for I am fearfully and wonderfully made; marvelous are Your works, and that my soul knows very well" (Psalm 139:14).

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. Integrate Christian and professional principles throughout the course.

- B. Utilize technology to enhance program effectiveness in endorsement area.
- C. Apply theories and models of programs in endorsement area.
- D. Evaluate materials for teaching programs in endorsement area.
- E. Formulate instructional strategies to enhance the success of all learners in programs in endorsement area.
- F. Analyze current professional literature regarding developmental programs in endorsement area.

V. COURSE REQUIREMENTS AND ASSIGNMENTS

- A. Textbook readings, presentations, and specialist standards
- 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. Course Overview Quiz
A short quiz is presented to establish the expectations of this course. A list of overview questions will be provided.
- D. Group Discussion Board Forums (3)
For this collaborative discussion board, each candidate will participate in 3 Group Discussion Board Forums according to his/her specialty. Each thread must be 250–300 words in 3 paragraphs, and the 2 replies must be at least 100 words each. (MLO: A, B, C, E, F)
- E. Essays (4)
Each candidate will write 4 essays of 2–3 pages each in current APA format. There will be 1 essay for each of the 4 reading assignments. (MLO: A, B, C, E, F)
- F. Projects (4)
There are 4 projects to complete, 1 for each of the 4 reading assignments. Topics will be assigned according to the candidate’s specialty. Each project must include a practical application that could be used in a school as a program specialist. (MLO: A, B, C, E, F)
- G. Field Experience Module (2 five-hour different placements)
 1. Field Experience Plan – The candidate will create a plan for interviewing two different program specialists, depending on the program of study, math or reading. Each placement will be five hours in length and include an interview, observation, and curricula analysis. The plan will identify all of the information of the field placement.
 2. Interview with Question and Answers & Curricula Analysis – Each candidate will conduct an interview using the questions program for two different program specialists, reading or math, and record the interview in writing. Each candidate will also analyze one or two curricula used by

the program specialist at each placement. A full analysis of the interviews will be a part of the final essay. (MLO: A, C, D, E)

H. Course Reflection

In the last module/week, the candidate will reflect on how this course relates to his/her degree program. They will discuss the ACA competencies and the Liberty Mission and Conceptual Framework as found in the Liberty Advising Guide. (MLO: A, B, C)

I. Final Essay

Each candidate will write a 6-9-page final essay on the roles of the program specialist. The paper must follow current APA format. (MLO: A, B, C, D, E, F)

VI. COURSE GRADING AND POLICIES

A. Points

Course Requirement Checklist		10
Course Overview Quiz		20
Group Discussion Board Forums	(2 at 50 pts ea)	150
Essays	(4 at 50 pts ea)	200
Projects	(4 at 75 pts ea)	300
Field Experience Module		
Field Experience Plan Form		25
Interview Q/A & Curricula Analysis	(2 at 75 pts ea)	150
Course Reflection		35
Final Essay		120
	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 Policy Exception:** Candidates pursuing the following programs: M.Ed. in Higher Education, Ed.S. in Higher Education Administration, and the Ph.D. in Higher Education Administration, are not required to submit assignments to LiveText.

D. Disability Assistance

Students 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 650: Reading Specialists

Textbooks: Bean, *The Reading Specialist* (2015).

Morrow & Gambrell, *Best Practices in Literacy Instruction* (2015).

International Literacy Association, *Standards for the Preparation of Literacy Professionals* (2017).

MODULE/ WEEK	READING & STUDY	ASSIGNMENTS	POINTS
1	Bean: chs. 1, 4 Morrow & Gambrell: Section 1 Professional Standards S.C.R.I.P. 1 presentation	Course Requirements Checklist Advising Guide Acknowledgement Course Overview Quiz Introduction/Welcome DB Field Experience Plan Form Essay 1	10 0 20 0 25 50
2	Professional Standards S.C.R.I.P. 1 website	Group DB Forum 1 Project 1	50 75
3	Bean: chs. 2–3 Morrow & Gambrell: Section 2 Professional Standards S.C.R.I.P. 1 presentation 2 websites	Group DB Forum 2 Essay 2	50 50
4	Professional Standards S.C.R.I.P.	Field Experience: Interview 1 Project 2	75 75
5	Bean: chs. 5–7 Morrow & Gambrell: Section 3 Professional Standards S.C.R.I.P. 1 presentation 1 website	Group DB Forum 3 Essay 3	50 50
6	Professional Standards S.C.R.I.P. 1 presentation	Field Experience: Interview 2 Project 3	75 75

MODULE/ WEEK	READING & STUDY	ASSIGNMENTS	POINTS
7	Bean: chs. 10–12 Morrow & Gambrell: Sections 4–5 Professional Standards S.C.R.I.P. 1 article	Essay 4 Project 4	50 75
8	1 presentation	Final Essay Course Reflection End-of-Course Survey Quiz	120 35 0
			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**.

COURSE SCHEDULE

EDUC 650: Math Specialists

Textbooks: National Council for the Teaching of Mathematics, *Principles and Standards for School Mathematics* (2000).
National Council of Teachers of Mathematics, *Math Standards and Expectations*.
Stein et al., *Implementing Standards-Based Mathematics Instruction* (2009).

MODULE/ WEEK	READING & STUDY	ASSIGNMENTS	POINTS
1	Stein et al.: chs. 1–3 Professional Standards S.C.R.I.P. 1 presentation	Course Requirements Checklist	10
		Advising Guide Acknowledgement	0
		Course Overview Quiz	20
		Introduction/Welcome DB	0
		Field Experience Plan Form	25
		Essay 1	50
2	Professional Standards S.C.R.I.P. 1 website	Group DB Forum 1	50
		Project 1	75
3	Stein et al.: chs. 4–6 Professional Standards S.C.R.I.P. 1 presentation 1 website	Group DB Forum 2	50
		Essay 2	50
4	Professional Standards S.C.R.I.P.	Field Experience: Interview 1	75
		Project 2	75
5	Stein et al.: chs. 7–8 Professional Standards S.C.R.I.P. 1 presentation 2 websites	Group DB Forum 3	50
		Essay 3	50
6	Professional Standards S.C.R.I.P. 1 presentation	Field Experience: Interview 2	75
		Project 3	75
7	Stein et al.: chs. 9–10 Professional Standards S.C.R.I.P. 1 article	Essay 4	50
		Project 4	75
8	1 presentation	Final Essay	120
		Course Reflection	35
		End-of-Course Survey Quiz	0
TOTAL			1010

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