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. 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. 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.

D. 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.

E. 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 classroom application that could be used in school.

F. Field Experience and Interviews (2)

   Each candidate will arrange to visit 2 school systems and interview a program specialist. The attached interview with questions and answers will be submitted along with an analysis of curricula. A full analysis of the interviews will be analyzed in the final essay.

G. Course Reflection

   In the last module/week, the candidate will be asked to 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.

H. 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.

I. Course Overview Quiz

   A short quiz is presented to establish the expectations of this course. A list of overview questions will be provided.
VI. **COURSE GRADING AND POLICIES**

A. **Points**

- Course Requirements Checklist 10
- Group Discussion Board Forums
  - Threads (3 at 40 pts ea) 120
  - Replies (3 at 10 pts ea) 30
- Field Experience Plan Form 25
- Field Experience and Interviews (2 at 75 pts ea) 150
- Projects (4 at 75 pts ea) 300
- Essays (4 at 50 pts ea) 200
- Final Essay 120
- Course Reflections 35
- End-of-Course Survey Quiz 0
- Course Overview Quiz 20

**Total** 1010

B. **Scale**

- A = 960–1010
- A- = 940–959
- B+ = 920–939
- B = 890–919
- B- = 870–889
- C+ = 850–869
- C = 820–849
- C- = 800–819
- D+ = 780–799
- D = 750–779
- D- = 730–749
- F = 0–729

C. **LiveText Submission Policy**

All LiveText assignments—including those submitted in Blackboard and/or via SafeAssign—must be submitted to LiveText in order for the student to receive credit for them.

D. **Late Assignment Policy**

If the student is unable to complete an assignment on time, then he or she must contact the instructor immediately by email.

Assignments that are submitted after the due date without prior approval from the instructor will receive the following deductions:

1. Late assignments submitted within one week of the due date will receive a 10% deduction.
2. Assignments submitted more than one week late will receive a 20% deduction.
3. Assignments submitted two weeks late or after the final date of the course will not be accepted.
4. Late Discussion Board threads or replies will not be accepted.

Special circumstances (e.g. death in the family, personal health issues) will be reviewed by the instructor on a case-by-case basis.
E. Disability Assistance

Students with a documented disability may contact Liberty University Online’s Office of Disability Academic Support (ODAS) at LUOODAS@liberty.edu to make arrangements for academic accommodations. Further information can be found at www.liberty.edu/disabilitysupport.
## Course Schedule

**EDUC 650: Reading Specialists**

Textbooks: Aaron et al., *Becoming a Professional Reading Teacher* (2008).  

<table>
<thead>
<tr>
<th>Module/Week</th>
<th>Reading &amp; Study</th>
<th>Assignments</th>
<th>Points</th>
</tr>
</thead>
</table>
| 1           | Aaron et al.: chs. 1–2  
Morrow & Gambrell: Section 1  
Professional Standards  
S.C.R.I.P.  
1 presentation | Course Requirements Checklist  
MED Advising Guide Quiz  
Course Overview Quiz  
Class Introduction  
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 Thread  
Project 1 | 40  75 |
| 3           | Aaron et al.: chs. 6–8  
Morrow & Gambrell: Section 2  
Professional Standards  
S.C.R.I.P.  
1 presentation | Group DB Forum 1 Replies  
Essay 2 | 10  50 |
| 4           | Professional Standards  
S.C.R.I.P.  
2 websites | Group DB Forum 2 Thread  
Field Experience: Interview 1  
Project 2 | 40  75  75 |
| 5           | Aaron et al.: chs. 3–5  
Morrow & Gambrell: Section 3  
Professional Standards  
S.C.R.I.P.  
1 presentation | Group DB Forum 2 Replies  
Essay 3 | 10  50 |
| 6           | Professional Standards  
S.C.R.I.P.  
1 presentation  
1 website | Group DB Forum 3 Thread  
Field Experience: Interview 2  
Project 3 | 40  75  75 |
<table>
<thead>
<tr>
<th>MODULE/ WEEK</th>
<th>READING &amp; STUDY</th>
<th>ASSIGNMENTS</th>
<th>POINTS</th>
</tr>
</thead>
</table>
| 7            | Aaron et al.: chs. 9–10  
Morrow & Gambrell: Sections 4–5  
Professional Standards  
S.C.R.I.P.  
1 article | Group DB Forum 3 Replies  
Essay 4 | 10  
50 |
| 8            | 1 presentation | Project 4  
Final Essay  
Course Reflection  
End-of-Course Survey Quiz | 75  
120  
35  
0 |

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:  

## Module/WEEK | Reading & Study | Assignments | Points |
<table>
<thead>
<tr>
<th></th>
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<tbody>
<tr>
<td>1</td>
<td>Stein et al.: chs. 1–3 Professional Standards S.C.R.I.P. 1 presentation</td>
<td>Course Requirements Checklist MED Advising Guide Quiz Course Overview Quiz Class Introduction Field Experience Plan Form Essay 1</td>
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<td>Professional Standards S.C.R.I.P. 1 website</td>
<td>Group DB Forum 1 Thread Project 1</td>
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<tr>
<td>3</td>
<td>Stein et al.: chs. 4–6 Professional Standards S.C.R.I.P. 1 presentation</td>
<td>Group DB Forum 1 Replies Essay 2</td>
<td>10 50</td>
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<tr>
<td>4</td>
<td>Professional Standards S.C.R.I.P. 1 website</td>
<td>Group DB Forum 2 Thread Field Experience: Interview 1 Project 2</td>
<td>40 75 75</td>
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<tr>
<td>5</td>
<td>Stein et al.: chs. 7–8 Professional Standards S.C.R.I.P. 1 presentation</td>
<td>Group DB Forum 2 Replies Essay 3</td>
<td>10 50</td>
</tr>
<tr>
<td>6</td>
<td>Professional Standards S.C.R.I.P. 1 presentation 2 websites</td>
<td>Group DB Forum 3 Thread Field Experience: Interview 2 Project 3</td>
<td>40 75 75</td>
</tr>
<tr>
<td>7</td>
<td>Stein et al.: chs. 9–10 Professional Standards S.C.R.I.P. 1 article</td>
<td>Group DB Forum 3 Replies Essay 4</td>
<td>10 50</td>
</tr>
<tr>
<td>8</td>
<td>1 presentation</td>
<td>Project 4 Final Essay Course Reflection End-of-Course Survey Quiz</td>
<td>75 120 35 0</td>
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