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 652 FOR MATH SPECIALISTS
CURRENT ISSUES IN READING/MATH

COURSE DESCRIPTION

An examination of current standards and exploration of controversies related to reading or math programs.

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, gifted students, and students with math or reading difficulties. This responsibility for meeting these needs is often assigned to program specialists, such as reading, math, gifted, and early childhood 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 student 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. Utilize technology competencies for effective programs in reading/math.
D. Conceptualize research theories and models of reading/math programs.
E. Evaluate instructional materials based on research for reading/math programs.
F. Formulate evidence-based instructional strategies to enhance the success of all learners in programs in reading/math.
G. Generalize current professional literature regarding developmental programs in reading/math and apply correct APA style.

V. COURSE REQUIREMENTS AND ASSIGNMENTS

A. Textbook readings and lecture presentations/notes
B. Course Requirements Checklist
   After reading the Syllabus and Student Expectations, the student will complete the related checklist found in Module/Week 1.
C. Class Introductions
   In this Discussion Board Forum, the candidate will introduce himself/herself to the class. The candidate must post a thread in response to the prompt. The candidate must then reply to 2 other candidates.
D. Group Discussion Board Forums (3)
   The Group Discussion Board Forums in this course are completed in 2 parts over the course of 2 modules/weeks. Groups will be assigned based on program (reading specialist or math specialist). In the first module/week that the forum is assigned, the candidate will post a 300-word thread in response to the prompt provided. In the following module/week, the candidate will post 2 replies of 100 words each to 2 other candidates’ threads. For each thread, assertions must be supported with at least 1 citation in current APA format. Each reply must cite at least 1 source. Acceptable sources include websites assigned for the Group Discussion Board Forums.
E. Weekly Assignments (7)
   There will be weekly assignments based on program specialty. In answering the weekly assignments, the candidate must use all assigned readings and presentations from that module/week. The length of each weekly assignment must be 3–5 pages in current APA format.
F. Professional Membership
   Membership is required in the national professional organization for the candidate’s endorsement. The candidate will submit proof of membership in 1 national professional organization in addition to providing proof of membership for his/her portfolio. Also, the candidate will submit proof of membership in a second organization.
G. Final Presentation of Ideal Math Program
   The candidate will complete a PowerPoint presentation of 18–20 slides with a minimum of 5 scholarly sources, in addition to the NCTM standards and class texts. The presentation should be created to lead other educators in understanding
important components of an Ideal Math Program. This assignment is to be submitted in LiveText.

H. Final Group Discussion Board
The candidate will participate in a final discussion board with the role of a program specialist, attaching the presentation and any questions or concerns in the creation of the presentation. The candidate will post two replies to offer suggestions to other candidate’s questions creating a collaborative forum.

I. Course Reflection
The candidate will complete a 300-word essay reflecting upon his/her experience in the course. The reflection must answer the questions posed in the Assignment Instructions folder.

J. Course Evaluation Survey
The candidate will complete the Course Evaluation Survey by using the link on the Blackboard log-in page.

VI. COURSE GRADING AND POLICIES

A. Points

<table>
<thead>
<tr>
<th>Component</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course Requirements Checklist</td>
<td>10</td>
</tr>
<tr>
<td>Class Introductions</td>
<td>10</td>
</tr>
<tr>
<td>Group Discussion Board Forums (3 at 40 pts ea)</td>
<td>120</td>
</tr>
<tr>
<td>Weekly Assignments (7 at 75 pts ea)</td>
<td>525</td>
</tr>
<tr>
<td>Professional Membership</td>
<td>50</td>
</tr>
<tr>
<td>Final PowerPoint Presentation</td>
<td>200</td>
</tr>
<tr>
<td>Final Group Discussion Board</td>
<td>75</td>
</tr>
<tr>
<td>Course Reflection</td>
<td>20</td>
</tr>
<tr>
<td>Course Evaluation Survey</td>
<td>0</td>
</tr>
</tbody>
</table>

**Total** 1010

B. Scale

D- 730–749    F = 0–729

C. LiveText Submission Policy

Assignments that are to be submitted to LiveText must be submitted there in order to receive credit for them. This includes assignments that are also submitted to Blackboard, including those submitted to SafeAssign.

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 652 for Math Specialists**


<table>
<thead>
<tr>
<th>MODULE/ WEEK</th>
<th>READING &amp; STUDY</th>
<th>ASSIGNMENTS</th>
<th>POINTS</th>
</tr>
</thead>
</table>
| 1            | Witzel & Riccomini: intro–ch. 1  
1 presentation  
1 article | Course Requirements Checklist  
Class Introductions  
Weekly Assignment 1 | 10  
10  
75 |
| 2            | Nolting: ch. 1  
Witzel & Riccomini: chs. 2–7  
1 presentation  
1 article | Group DB Forum 1 Thread  
Weekly Assignment 2 | 30  
75 |
| 3            | Nolting: ch. 2  
Witzel & Riccomini: chs. 8–11  
1 presentation  
1 article | Group DB Forum 1 Replies  
Weekly Assignment 3 | 10  
75 |
| 4            | Nolting: ch. 3  
Witzel & Riccomini: chs. 12–14  
1 presentation  
1 article | Group DB Forum 2 Thread  
Weekly Assignment 4 | 30  
75 |
| 5            | Nolting: ch. 4  
Witzel & Riccomini: chs. 15–18  
1 presentation  
1 article | Group DB Forum 2 Replies  
Weekly Assignment 5 | 10  
75 |
| 6            | Nolting: ch. 5  
Witzel & Riccomini: chs. 19–22  
1 presentation  
1 article | Group DB Forum 3 Thread  
Weekly Assignment 6 | 30  
75 |
| 7            | Nolting: ch. 6-7  
Witzel & Riccomini: chs. 23–30  
1 presentation  
1 article | Group DB Forum 3 Replies  
Weekly Assignment 7  
Professional Membership | 10  
75  
50 |
| 8            | 1 presentation | Final PowerPoint Presentation  
Final Group Discussion Board  
Course Reflection  
Course Evaluation Survey | 200  
75  
20  
0 |
| **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.