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](http://bookstore.mbsdirect.net/liberty.htm)

III. **RECOMMENDED RESOURCE – OPTIONAL**


IV. **ADDITIONAL MATERIALS FOR LEARNING**

A. Computer with basic audio/video output equipment  
B. Internet access (broadband recommended)  
C. Blackboard recommended browsers  
D. Microsoft Office
V. **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.

VI. **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.
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.
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.
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 curriculums used by the program specialist at each placement. A full analysis of the interviews will be a part of the final essay.

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.

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.

**VII. COURSE GRADING AND POLICIES**

A. **Points**

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course Requirement Checklist</td>
<td>10</td>
</tr>
<tr>
<td>Course Overview Quiz</td>
<td>20</td>
</tr>
<tr>
<td>Group Discussion Board Forums (2 at 50 pts ea)</td>
<td>150</td>
</tr>
<tr>
<td>Essays (4 at 50 pts ea)</td>
<td>200</td>
</tr>
<tr>
<td>Projects (4 at 75 pts ea)</td>
<td>300</td>
</tr>
<tr>
<td>Field Experience Module</td>
<td></td>
</tr>
<tr>
<td>Field Experience Plan Form</td>
<td>25</td>
</tr>
<tr>
<td>Interview Q/A &amp; Curricula Analysis (2 at 75 pts ea)</td>
<td>150</td>
</tr>
<tr>
<td>Course Reflection</td>
<td>35</td>
</tr>
<tr>
<td>Final Essay</td>
<td>120</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>1010</td>
</tr>
</tbody>
</table>

B. **Scale**

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. **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:  

<table>
<thead>
<tr>
<th>MODULE/ WEEK</th>
<th>READING &amp; STUDY</th>
<th>ASSIGNMENTS</th>
<th>POINTS</th>
</tr>
</thead>
</table>
| 1            | Bean: chs. 1, 4  
Morrow & Gambrell: Section 1  
Professional Standards  
S.C.R.I.P.  
1 presentation | Course Requirements Checklist  
MED Advising Guide Quiz  
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 |
<table>
<thead>
<tr>
<th>MODULE/WEEK</th>
<th>READING &amp; STUDY</th>
<th>ASSIGNMENTS</th>
<th>POINTS</th>
</tr>
</thead>
</table>
| 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          |

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**


<table>
<thead>
<tr>
<th>MODULE/WEEK</th>
<th>READING &amp; STUDY</th>
<th>ASSIGNMENTS</th>
<th>POINTS</th>
</tr>
</thead>
<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 Introduction/Welcome DB Field Experience Plan Form Essay 1</td>
<td>10 0 20 0 25 50</td>
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<tr>
<td>2</td>
<td>Professional Standards S.C.R.I.P. 1 website</td>
<td>Group DB Forum 1 Project 1</td>
<td>50 75</td>
</tr>
<tr>
<td>3</td>
<td>Stein et al.: chs. 4–6 Professional Standards S.C.R.I.P. 1 presentation 1 website</td>
<td>Group DB Forum 2 Essay 2</td>
<td>50 50</td>
</tr>
<tr>
<td>4</td>
<td>Professional Standards S.C.R.I.P.</td>
<td>Field Experience: Interview 1 Project 2</td>
<td>75 75</td>
</tr>
<tr>
<td>5</td>
<td>Stein et al.: chs. 7–8 Professional Standards S.C.R.I.P. 1 presentation 2 websites</td>
<td>Group DB Forum 3 Essay 3</td>
<td>50 50</td>
</tr>
<tr>
<td>6</td>
<td>Professional Standards S.C.R.I.P. 1 presentation</td>
<td>Field Experience: Interview 2 Project 3</td>
<td>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>Essay 4 Project 4</td>
<td>50 75</td>
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<tr>
<td>8</td>
<td>1 presentation</td>
<td>Final Essay Course Reflection End-of-Course Survey Quiz</td>
<td>120 35 0</td>
</tr>
</tbody>
</table>

**TOTAL** 1010

DB = Discussion Board

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