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 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. Blackboard recommended browsers

D. 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. (MLO: A)

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. (MLO: A)

D. Group Discussion Board Forums (3)

   There are 3 Group Discussion Board forums completed in Modules/Weeks 2, 4, and 6. Groups will be assigned based on program (reading specialist or math specialist). The candidate will post a 300-word thread in response to the prompt provided and 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. (MLO: A, B, C, D, E, F, G)

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. (MLO: A, B, C, D, E, F, G)

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. (MLO: A, B)

G. 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 2 replies to offer suggestions to other candidates' questions creating a collaborative forum. (MLO: A, B, C, D, E, F, G)

H. 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. (MLO: A, B, C, D, E, F, G)

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. (MLO: A, B, E)

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

Course Requirements Checklist	10
Class Introductions	0
Group Discussion Board Forums (3 at 40 pts ea)	120
Weekly Assignments (7 at 75 pts ea)	525
Professional Membership	50
Final Group Discussion Board	70
Final PowerPoint Presentation	200
Course Reflection	35
Course Evaluation Survey	0
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 Exception:** Candidates pursuing the following programs: M.Ed. in Higher Education, Ed.S. in Higher Education Administration, the Ph.D. in Education, and the Ph.D. in Higher Education Administration, are not required to submit this assignment in LiveText, but must submit this assignment in Blackboard.

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 652 for Math Specialists

Textbooks: Witzel & Riccomini, *Computation of Fractions* (2009).
Nolting, *Math Study Skills Workbook* (2016).

MODULE/ WEEK	READING & STUDY	ASSIGNMENTS	POINTS
1	Witzel & Riccomini: intro–ch. 1 1 presentation 1 article 1 website	Course Requirements Checklist Introduction/Welcome DB Advising Guide Acknowledgement Weekly Assignment 1	10 0 0 75
2	Nolting: ch. 1 Witzel & Riccomini: chs. 2–7 1 presentation 1 article 1 website	Group DB Forum 1 Weekly Assignment 2	40 75
3	Nolting: ch. 2 Witzel & Riccomini: chs. 8–11 1 presentation 1 article 1 website	Weekly Assignment 3	75
4	Nolting: ch. 3 Witzel & Riccomini: chs. 12–14 1 presentation 1 article 1 website	Group DB Forum 2 Weekly Assignment 4	40 75
5	Nolting: ch. 4 Witzel & Riccomini: chs. 15–18 1 presentation 1 article 1 website	Weekly Assignment 5	75
6	Nolting: ch. 5 Witzel & Riccomini: chs. 19–22 1 presentation 1 article	Group DB Forum 3 Weekly Assignment 6	40 75
7	Nolting: chs. 6–7 Witzel & Riccomini: chs. 23–30 1 presentation 1 article 1 website	Weekly Assignment 7 Final Group Discussion Board Professional Membership	75 70 50

MODULE/ WEEK	READING & STUDY	ASSIGNMENTS	POINTS
8	1 presentation 1 website	Final PowerPoint Presentation Course Reflection Course Evaluation Survey	200 35 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