

WEST LIBERTY UNIVERSITY



STUDENT MANUAL

FOR

MASTER OF ARTS IN EDUCATION

Office of Graduate Education

Revised April 2012

Table of Contents

Mission Statement	3
Overview	8
Admissions	8
Programs of Study	9
Capstone	11
Transition Points	12
Certification for those Licensed or License-eligible Teachers	13
Procedures	15
• Acceptance	
• Advising	
• Assessment	
• Bookstore	
• Dispositions	
• E-mail	
• Financial Aid	
• GPA	
• Graduation Registrar	
• Graduate Record Exam [GRE]	
• Library	
• LiveText,	
• Miller Analogy Test [MAT]	
• Registrar	
• Scholarships	
Web Page Information	18
Course Descriptions	19

Mission Statement

The Teacher As Catalyst Conceptual Framework

The Division of Professional Education has chosen “Teacher as Catalyst” metaphor as a unifying theme to define the conceptual framework for the professional education programs at West Liberty University.

I. Vision

The following statement summarizes the vision of the Division of Professional Education:

West Liberty University Professional Education graduates will be catalysts for educational change in the 21st century global society.

II. Mission and Purposes

To further refine that vision, the Division has adopted the following mission statement:

The mission of the Professional Education Program at West Liberty University is to prepare principle-centered, self-reflective professional educators who will serve as leaders and catalysts for educational change.

- *The undergraduate teacher education programs seek to prepare competent, effective, entry level professionals who teach, supervise, evaluate, reflect, make informed decisions, effect change, and continue their professional growth and development.*
- *The Masters Degree programs seek to provide educators with the opportunity to grow professionally with the goal of becoming master teachers and educational leaders*

III. Dispositions for All Candidates

In keeping with its mission, the Division of Professional Education has adopted six categories of dispositions for all candidates:

1. Collaboration

The candidate:

Works together with others
 is sensitive to students from different cultures and with special needs
 relates well to peers, faculty, staff, and other professionals
 is willing to share information and ideas with others
 works well with others in large and small group settings

2. Honesty/Integrity

The candidate:

Demonstrates ethical standards
 maintains positive attitudes during and outside of class
 is honest and trustworthy in communications and interactions with others
 demonstrates ethical behavior and maintains confidently

3. Respect

The candidate:

Respects cultural and individual differences by providing equitable learning opportunities for all
 considers opinions of others with an open mind
 is respectful of and responsive to individual differences

4. Values Learning

The candidate:

- Demonstrates a respect for and seriousness of intent to acquire knowledge and possesses a high expectations for all learners
- takes initiative to expand knowledge base
- demonstrates awareness of new ideas
- demonstrates belief that all students can learn at their potential
- provides encouraging feedback to peers

5. Emotional Maturity

The candidate:

- Demonstrates appropriate professional behavior
- is accepting of constructive feedback from others
- is curious and willing to experiment with new ideas and techniques
- seeks opportunities to learn about self
- maintains emotional control
- responds appropriately to actions and reactions of others
- uses the appropriate tone of voice when communicating with others

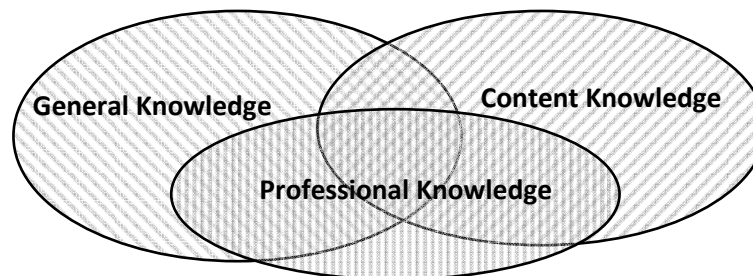
6. Responsibility

The candidate:

- Demonstrates professionalism, is accountable and reliable
- is punctual and regularly attends classes
- has professional appearance
- accepts consequences for personal actions or decisions
- uses sound judgment in decision making
- seeks clarification and or assistance when needed
- manages time effectively
- prepares for classes, meetings, presentations, field experiences, and group work
- submits assignments on time or follows procedures for extensions

IV. Knowledge Bases

The Division of Professional Education recognizes three broad categories of knowledge that are essential for beginning professional educators. These are General Knowledge, Content Knowledge, and Professional Knowledge. General knowledge is commonly referred to as the liberal arts core or general studies. Content knowledge is defined as knowledge of the discipline area that the candidate intends to teach. INTASC Standard 1 delineates content knowledge very well: *The teacher understands the central concepts, tools of inquiry, and structures of the discipline he or she teaches.* Professional knowledge encompasses the knowledge and skills of pedagogy and the knowledge of the profession, the learners, and the context in which the teaching-learning process takes place. The Venn diagram below illustrates the interaction of these three knowledge bases for a professional educator.



The areas where the ovals overlap represent the overlapping nature of the three categories of knowledge. For example, a working knowledge of mathematics is a part of the general knowledge base for an educated individual. For an elementary teacher, that knowledge of mathematics also becomes part of the content knowledge. When computing student grades and reviewing standardized testing statistics, the skills in mathematics become a part of the professional knowledge base. Using the same illustration, the elementary teacher must be able to draw from a broad base of professional knowledge to design and implement appropriate teaching and learning situations relating to the mastery of mathematics. Thus, the overlap between content knowledge and professional knowledge constitutes content pedagogy.

The Department of Professional Education recognizes the importance of each of these domains of knowledge and the interrelationships to the novice teacher. The general studies portion of the teacher education programs is consistent with the other programs at West Liberty with the exception that the General Studies Program for Elementary Education is more prescriptive. Each secondary or K-12 teacher education program requires as many or more hours of content coursework as the comparable non-education major in the same field. The professional knowledge component is represented at West Liberty by the **Teacher As A Catalyst (TAAC)** conceptual framework.

As the organizing structure for the Teacher as a Catalyst professional Knowledge base, the Division of Professional Education has adopted the West Virginia Professional Teaching Standards.

The West Virginia Professional Teaching Standards organize the professional knowledge base under the following five standards:

- Standard 1. Curriculum and Planning**
- Standard 2. The Learner and the Learning Environment**
- Standard 3. Teaching**
- Standard 4. Professional responsibilities for self-renewal**
- Standard 5. Professional responsibilities for school and community**

As the organizing structure for the Teacher as a Catalyst professional knowledge base, the Teacher Education Unit created specific Program Goals and Outcomes:

1. Teacher candidates will demonstrate a mastery of content area.
 - A. Evidence competency of national content standards.
 - B. Evidence competency of national technology standards.
 - C. Accurately convey content in teaching.
2. Teacher candidates will positively impact learning outcomes.
 - A. Design and implement a variety of formative assessments.
 - B. Design and implement a variety of summative assessments.
 - C. Make meaningful connections between objectives, instruction, and assessment results.
 - D. Use assessment results to inform instruction.
3. Teacher candidates will collaborate with students, parents, community, and colleagues to inspire positive change.
 - A. Demonstrate effective communication with families.
 - B. Engage in community outreach efforts of the schools.

- C. Participate in projects and initiatives in the greater region/community.
 - D. Participate in professional development opportunities on the university, regional, state, national, and/or international levels.
4. Teacher candidates will draw upon current research to design effective instruction within a 21st Century Framework.
- A. Incorporate principles of effective research-based instructional design (Understanding Backward Design and Universal Design for Learning).
 - B. Actively engage students in higher level of critical thinking skills.
 - C. Evaluate and select appropriate technology and instructional tools based on contextual factors.
5. Teacher candidates will respond to the diverse needs of students.
- A. Apply knowledge of child and adolescent development to instructional design.
 - B. Identify the various cultural, socio-economic, and racial differences that may impact student interactions and learning.
 - C. Identify the various gender, exceptionality, and language differences that may impact student interactions and learning.
6. Teacher candidates will engage in the development of a positive, student-based classroom environment.
- A. Create a positive classroom discipline plan.
 - B. Apply knowledge of various motivation techniques to promote student engagement.
 - C. Use effective communication techniques to promote a respectful classroom community.
 - D. Reflect upon all aspects of teaching that contribute to a positive, student-based classroom environment. These aspects include instruction, assessment, classroom management, and student and parent interaction.
7. Teacher candidates will effectively utilize instructional technology in teaching.
- A. Identify, compare, use, and incorporate a variety of available types of educational technologies.
 - B. Infuse technology as an essential component of instructional planning.
 - C. Design lessons using appropriate technologies such as interactive whiteboards, personal hand-held responders, and/or other related technologies.

Framework for 21st Century Learning

The Framework for 21st century learning is threaded throughout the WLU Teacher Education Program. For more information about the 21st Century Learning Framework, visit the Partnership For 21st Century Learning web site at:

http://www.21stcenturyskills.org/index.php?option=com_content&task=view&id=254&Itemid=120

Information about 21st Century Learning in West Virginia is available from the “Teach 21” web site at the West Virginia Department of Education: **<http://wvde.state.wv.us/teach21/>**

International Society for Technology in Education (ISTE)

National Educational Technology Standards for Teachers (NETS-T)

The NETS-T standards are also included in the WLU Professional Education Program.

A complete listing of the NETS-T standards is available from the ISTE web site at:

http://www.iste.org/Content/NavigationMenu/NETS/ForTeachers/2008Standards/NETS_for_Teachers_2008.htm

Content Standards

Each of the teacher education programs at West Liberty is based on standards published by the Professional Organization that represents that content area. A complete listing of the specialty program

association (SPA) standards is available at the web site of the National Council for the Accreditation (NCATE) web site at the following URL: <http://www.ncate.org/public/programStandards.asp?ch=4>

Overview

West Liberty offers a 36 credit hour course of study leading to a **Master of Arts in Education degree (M.A.Ed.)**. The teacher education program has held national accreditation for more than 50 years.

The Master of Arts in Education (M.A. Ed.) program is open to graduate level students and is designed to provide masters level work for individuals who wish to advance their professional knowledge, skills and dispositions in the areas of Advanced Teaching, Multi-Categorical Special Education, Technology Integration, or Educational Leadership. The course work includes a common core (CORE) of education courses totaling 18 credit hours plus a program emphasis including 12 credit hours to fulfill the requirements of one of three areas and 6 credit hours of appropriate electives.

Admissions

To ensure well-qualified candidates and competent graduates, the following qualifications for the Master of Arts in Education Degree Program have been established. For unconditional admission, the applicant must:

- **Complete the application for the Master of Arts in Education [Education website has a PDF for GRADUATE EDUCATION application]**
- **Hold a baccalaureate degree with a minimum 2.50 GPA from a regionally accredited institution of higher education**
- **Provide official transcripts for all undergraduate and graduate courses**
- **Have a combined score of 800 (Verbal and Quantitative) on the Graduate Record Examination (GRE) prior to November 2011, a combined score of 300 (Verbal and Quantitative) on the GRE if take after November 2011, OR a scaled score of 378 on the Miller Analogies Test (MAT) — International student applicants must submit update GRE or MAT scores prior to admittance. For additional information on the GRE, please visit GRE.org. For additional information regarding the MAT, please contact the Highland Center Manager, Sara Sweeney, at 304-217-2800 EXT 1 or via email at sara.sweeney@westliberty.edu.**

International students need to follow the guidelines on the Graduate Application Form.

The above information should be submitted to:

**West Liberty University
Highlands Center
355 Wharton Circle, Suite 200
Triadelphia, WV 26059
Fax: 304-547-0745**

"THIS DEGREE DOES NOT LEAD TO INITIAL LICENSURE"

Programs of Study

Program Overview

- 36 credit-hour Master of Arts in Education with content emphasis
- 18 credit-hour in a common core
- 12 credit-hour in an area of emphasis
- 6 credit-hour in electives
- All graduate students will complete a capstone experience consisting of a disposition letter of recommendation, portfolio to demonstrate standards attained in CORE and major area of emphasis, and either an Action Research or a Student Project. (Student teaching will be an additional requirement for any student adding an area of certification for licensure.)
- Complete a Degree Plan
- Approval of graduate advisor and director of graduate education are required.

CORE - Common Core

Each of these class are 3 credit-hours. They will meet as face to face and on-line to equal 15 sessions during an eight week period during a regular semester. The CORE classes will be offered each semester.

EDUC 500:	Advanced Human Development & Educational Psych
EDUC 502:	Intro to Research/Professional Writing
EDUC 503:	Technology Integration
EDUC 511:	Instructional Design
EDUC 512:	Assessment, Analysis, and Evaluation for Teaching-Learning
EDUC 581:	Capstone Experience

Areas of Emphasis

- **ADVANCED TEACHING PROGRAM EMPHASIS:** This area is designed to help the candidate examine and enhance professional practice.
- **LEADERSHIP STUDIES EMPHASIS:** This area is to foster leadership skills in individuals who want to increase their talents and become part of a formal leadership team along with other persons who contribute toward the aims of education.
- **MULTI-CATEGORICAL SPECIAL EDUCATION PROGRAM EMPHASIS:** Permits teachers, with an existing certification and sufficient content in English, reading, mathematics, science, or social studies, to acquire an additional endorsement. Candidates must fulfill all requirements set by the WVDE to be recommended for licensure.
- **SPORTS LEADERSHIP AND COACHING:** This area is for individuals working or desiring to work in school, university and community sports programs. It offers the opportunity to enhance one's understanding of key issues involved in educational athletics and to further develop one's leadership and coaching skills.
- **TECHNOLOGY INTEGRATION PROGRAM EMPHASIS:** Prepares teachers to acquire advanced skill sets in technology and technology integration. School-based assignments and experiences are an integral part of this area of emphasis.

Courses in Each Area of Emphasis

Each of these class are 3 credit-hours. They will meet as face to face and on-line to equal fifteen (15) sessions during an eight week time period during a regular semester or a six week time period during a summer session.

Advanced Teaching Emphasis:

- EDUC 522: Teacher-Leader in School Community
- EDUC 532: Curriculum Development
- EDUC 542: Action Research
- EDUC 552: Reflective Teaching and Professional Growth

Leadership Studies Emphasis:

- EDL 500: Organization and Administration
- EDUC 532: Curriculum Development
- EDL 520: Resource Management
- EDL 589: Community and Media Relations

Multi-Categorical Special Education Emphasis:

- SPED 548: Advanced Assessment and Instruction ED/BD
- SPED 551: Proactive Classroom Management
- SPED 555: Advanced Assessment and Instruction LD/MI
- READ 512: Advanced Reading Intervention
- SPED 520: Collaborative Teaching
- SPED 541: Characteristics of Students with Special Needs

Sport Leadership and Coaching Emphasis:

- SLC 500: Foundations of Coaching
- SLC 520: Athletic Administration
- SLC 530: Psychosociology of Sports
- SLC 540: Conditioning Principles

Technology Integration Emphasis:

- EDUC 514: On-line Teaching and Learning
- EDUC 524: Technology Systems: Human and Electronic
- EDUC 534: Contemporary Applications of Educational Technology
- EDUC 544: Collaborative Support For Technology Integration

Capstone

- After a student has completed a minimum of 24 credit-hours including 15 credit-hours of the CORE, the student may enroll for the capstone course.
- The capstone course must be completed within a maximum of 12 months **or** the student with approval of one's advisor and the director of graduate education may sign up for the course a second time.
- The student must purchase LiveText ^(R), on-line assessment management system from LiveText^(R) or WLU Bookstore. This program is used in all graduate courses.
- The capstone course will consist of three parts for all MA Ed. students.
 1. Portfolio -- It will be completed on LiveText ^(R) following a basic template to post information.
The information will be aligned with NBPTS, ITES, or CEC standards.
 2. Disposition Paper - Download a form and have it completed by current employer.
 3. Graduate/Master Project -- It will be completed on LiveText ^(R) following a basic template to post information. The student will have a choice of completing an Action Research Project or a Senior Project. The project must have the course instructors approval prior to beginning the project.

Transition Points

Admission to Program

Complete an application for the Master of Arts in Education

- Baccalaureate degree from a regionally accredited institution
- 2.5 GPA overall from bachelor's program
- Copy of official transcripts for all undergraduate and graduate courses
- Have a combined score of 800 (Verbal and Quantitative) on the Graduate Record Examination (GRE) prior to November 2011, a combined score of 300 (Verbal and Quantitative) on the GRE if take after November 2011, OR a scaled score of 378 on the Miller Analogies Test (MAT) — International student applicants must submit update GRE or MAT scores prior to admittance. For additional information on the GRE, please visit GRE.org. For additional information regarding the MAT, please contact the Highland Center Manager, Sara Sweeney, at 304-217-2800 EXT 1 or via email at sara.sweeney@westliberty.edu.

Entry to Capstone

1. Completed Degree Plan
2. CORE of 15 credit-hours
3. Successfully completed a minimum of 24 graduate credit- hours

Program Completion

1. Capstone Course Education 581
 - Portfolio following template that will be aligned with standards from the students major area of emphasis
 - Disposition Paper completed by employer and returned to capstone instructor
 - Graduate/Master Project completed
2. 3.0 GPA or better

Additional for Multi-Categorical Certification for West Virginia:

3. Additional classes may be required.
4. Special Education Certification passing student teaching
5. Special Education Certification passing required Praxis II

After Program Completion

1. Candidate end of program survey conducted yearly
2. Alumni survey conducted every three years

Certification for those Licensed or License-eligible Teachers

Alternative Certification Candidates

Often, individuals with an existing BA or BS degree seek teacher certification in West Liberty's Teacher Education Program. In those instances, it may be necessary to modify program procedures. Special arrangements will be needed to make during your capstone course or prior to enrolling in the capstone course to complete a student teaching segment.

Initial Certification

For those individuals with an existing BA or BS degree, the Certification Officer will first complete a transcript analysis of any additional content courses needed. A listing of all needed pedagogical program courses will be provided to the individual.

Add-on Certification

For those licensed or license-eligible teachers who wish to add an area of certification, modified program admission procedures will be followed. The individual will complete an alternative application form. The individual will be responsible for completing a content portfolio in his/her area of certification field prior to completion of a student teaching experience. During the student teaching experience, the individual will complete a capstone project (demonstrating the achievement of classroom students).

Obtaining Teaching Certification/Licensure

To qualify for West Virginia teaching certification, each graduate must also pass all of the required Praxis II tests for the subject area that he or she intends to teach. A list of the required Praxis II tests, along with the required passing scores, is available at the following website:

- **E.T.S.**
- **West Virginia Department of Education**

Visit <http://www.teachercertificationzone.com/> to review more information on the teacher certification requirements in all 50 states plus the District of Columbia.

Certification Packet

Graduates may obtain certification packets through the following approaches:

- Request a packet from the College of Education office in Main Hall 308
- Request a packet from West Virginia Department of Education

Special Instructions for Documents included in the Certification Packet

- **Fingerprint Card**
The packet includes a fingerprint card that must be completed by a certified police agency. Some police departments charge a modest fee for this service, but most of the local police agencies will do the fingerprinting for free. **YOU MUST USE THE CARD PROVIDED BY THE WEST VIRGINIA DEPARTMENT OF EDUCATION.** It has an identifying number stamped on it that is needed in at the WV Department of Education.
- **Form 7**
The packet includes a form (Form 7) that needs to be notarized. Note that a Notary Public is a witness to the signature and the form must be signed in his or her presence.

Certification Packet Submission

After completing the application form, it must be returned to the College of Education office:

**West Liberty University Certification Officer
West Liberty University
College of Education
308 Main Hall
208 University Drive
Campus Union Box 147
West Liberty, WV 26074**

Certification Packet Review Process

The West Liberty University Certification Officer will verify that all certification requirements have been met and sign an institutional recommendation. The Registrar's Office will attach an official transcript and forward the application to the West Virginia Department of Education. A transcript fee may apply.

Points to remember:

- The application for certification may be submitted to the College of Education prior to graduation, but the Registrar's Office cannot send it to the WVDE until after the degree is posted and a formal final transcript can be generated. Since faculty members are not required to submit final grades until the Monday after graduation, generally final degree audits are not completed until about a week after graduation. All Praxis II certification tests must have also been passed.
- The West Virginia Department of Education requires 4 to 6 weeks to process the application. Teacher candidates can monitor the status of their application on-line at the West Virginia Department of Education website.
- The WLU College of Education is not notified of the issuance or denial of a teacher candidate's certification. If a teacher candidate receives notification of a problem regarding his or her application, contact the West Liberty University Certification Officer for assistance or advice.

Procedures

Acceptance

Criteria is listed under the admissions area. Applicants who do not meet one or more of the criteria may be admitted provisionally with the consent of the Director of Graduate Education. Provisionally admitted applicants must maintain a grade point average of 3.25 for the first 12 hours of study. A HOLD will be placed on your transcript if you do not become admitted by 12 hours of graduate student. (A HOLD means no additional courses will be accepted towards your Master of Arts in Education.)

Up to twelve (12) graduate credits from the program curriculum may be taken prior to formal admission to the Graduate Degree Program. A total of six (6) graduate credits completed within the last six years from an accredited college/university may be transferred. (CORE classes must be completed through West Liberty University.)

Advising

Each graduate student will be assigned an advisor after a Degree Plan has been submitted. The advisor will be a faculty member with expertise and knowledge in the area of emphasis the student selects. When you enter your capstone the instructor of the course will then become your advisor.

Assessment

You will be required to purchase LiveText^(R), an on-line assessment management system. You will use this system during your Capstone experience. Additionally, data from your CORE classes will be uploaded to this site beginning Fall 2010.

Bookstore

Go to West Liberty University's website and click on Bookstore. They will accept your online orders or suggest you call direct.

Dispositions

You will download from the website, have an employer or a professional fill out a Disposition Form and submit it to your capstone instructor.

Financial Aid

Graduate students must be enrolled for six credit hours per semester to be considered eligible for financial aid. Each student must complete the Free Application for Federal Student Aid (FAFSA) each year to apply for federal and institutional financial aid at West Liberty University. Financial aid includes grants, loans, and work-study. Once the FAFSA is completed, it must be mailed to the Central Processor's Office in the envelope provided with the FAFSA. Students may also complete the FAFSA via the Internet using the web address www.fafsa.ed.gov/. The student must also list on the FAFSA the Title IV code for any college or university that they are interested in attending. West Liberty University's Title IV code is: **003823**. Please contact the Highland Center Manager, Sara Sweeney, at 304-217-2800 EXT 1 or via email at sara.sweeney@westliberty.edu for more information.

GPA

A minimum overall GPA of 3.0 and no course grade below "C" are required for program completion. Repeated courses do not replace previous grades for purposes of GPA.

Graduate Record Exam (GRE)

Have a combined score of 800 (Verbal and Quantitative) on the Graduate Record Examination (GRE) prior to November 2011, a combined score of 300 (Verbal and Quantitative) on the GRE if take after November 2011, OR a scaled score of 378 on the Miller Analogies Test (MAT) — International student applicants must submit update GRE or MAT scores prior to admittance. For additional information on the GRE, please visit GRE.org. For additional information regarding the MAT, please contact the Highland Center Manager, Sara Sweeney, at 304-217-2800 EXT 1 or via email at sara.sweeney@westliberty.edu.

Graduation

See the Registrar for information. Information on cap and gown will be provided during your capstone experience. Upon completion of all coursework including your capstone, your transcript will reflect degree conferred. Graduation ceremonies will be conducted during December and May.

Library

Taking classes at The Highlands and need research assistance? They are an IM away! The Library is Meebo enabled and Meebo's online indicator will be green when personnel is connected to Meebo. You can call them directly at the Research desk -- 304.336.8261.

LiveText ^(R)

Web-based interface to create, submit, and complete assignments for courses that helps students stay organized and receive the feedback needed to improve learning. Such documents and assignments then become the evidence needed for programs to assess and analyze effectiveness.

Miller Analogy Test (MAT)

The MAT is a standardized test that is used by many colleges and universities to predict success rate of viable candidates for graduate school. You may contact student services for setting up a time to take this test or find a site on-line where the test is given. West Liberty requires a MAT score of 378 or higher.

Online Information

The content management system for West Liberty University is **SAKAI**, an open source product. Through SAKAI we offer courses and project sites. You may use Internet Explorer or Firefox as your web browser. MAC users should NOT use Safari as some features of SAKAI will not work.

- **Access:** <http://www.westliberty.edu/sakai> , or you may click on the icon (looks like a frisbee) on the top of the West Liberty University homepage.
- **Login:** use your nine (9) character WL ID# --please remember to use the @ before the 0s if that is the first character of your ID#!
- **Password:** use your date of birth in the format: mmddyy -- please note there are no slashes, dashes, spaces, or 19s.

Registrar

The Office of the Registrar performs a variety of functions for students enrolled at West Liberty University. Your WINS PIN number that is used to register for classes will be supplied each semester by the Director of Graduate Education. Students should contact the Office of the Registrar regarding the following:

- Requesting transcripts

- Applying for graduation or teacher certification
- Receiving veteran's benefits
- Transferring credits from another institution
- Changing personal data (home address, home phone numbers, etc.)
- Requesting Replacement Diplomas

Scholarships

The College of Education has various scholarships available for graduate students. Please check out requirements, application forms, and additional information on the graduate website.

Web Page Information

Go to the College of Education's Web site on West Liberty's Homepage and you will find links to the following information:

WEST LIBERTY UNIVERSITY WEBSITE www.westliberty.edu

COLLEGE OF EDUCATION www.westliberty.edu/academics

ADMISSIONS Email the manager - Highlands Center. sara.sweeney@westliberty.edu

BOOKSTORE www.westliberty.bncollege.com or 302-336-8211

FINANCIAL AID Email the manager - Highlands Center. sara.sweeney@westliberty.edu

LIBRARY www.library.westliberty.edu or 304-336-8261

REGISTRAR sara.sweeney@westliberty.edu or 304-217-2800 EXT 1

Course Descriptions

EDUCATION (EDUC)

EDUC 500: Advanced Studies in Human Development and Educational Psychology 3 credit hours

An advanced study and application of the physical, cognitive, emotional and social development of diverse children and adults utilizing current theories of development and research implications for teaching and learning to ensure achievement by all students.

EDUC 502: Intro to Research/Professional Writing 3 credit hours

Introduces qualitative and quantitative research methodology, with emphasis on collecting and analyzing data through basic research techniques. Includes critical reading and evaluation of the educational research literature. Focused by program emphasis.

EDUC 503: Educational Technology 3 credit hours

An overview of educational technology competences, the NET Standards for teachers and students, and an introduction to effective Online Teaching and Learning, and the development of 21st Century learning experiences based upon best practices and the effective integration of technology in a variety of instructional settings. Instructional modules incorporating varied strategies in a student-centered learning environment supported through best practices of technology integration designed to meet the needs of diverse learners will be developed.

EDUC 511: Instructional Design 3 credit hours

The development of 21st Century learning experiences based upon best practices and the effective integration of technology in a variety of instructional settings. Drawing upon the work of Marzano, instructional modules incorporating varied strategies in a student-centered learning environment will be designed to meet the needs of diverse learners will be developed.

EDUC 512: Assessment, Analysis & Evaluation for the Teaching-Learning Environment 3 credit hours

An advanced study of the development and application of assessments in the educational environment along with the analysis of data to improve teaching and learning for all learners. Current legal and ethical issues, as well as limitations, relating to the application of assessments will be examined in context of current research.

EDUC 520: Trends and Issues in Education 3 credit hours

Professional education is continually influenced by issues both inside and outside the field. Individuals interested in the growth and development of children should be involved in these issues in order to better meet children's needs. The specific content of this course will vary as the issues surrounding education change, but it will always reflect current topics affecting the initiation, implementation and evaluation of education.

EDUC 522: Teacher-Leader in the School Community 3 credit hours

Students will learn the foundational skills necessary for successful coaching and how the coach works to mediate another's perceptions, knowledge base and decisions as well as when and how to incorporate consulting and collaboration in their work, distinguish between coaching and evaluation, and will practice a variety of learning styles in an educational setting.

EDUC 524: Technology Systems: Human and Electronic 3 credit hours

A study of hardware and software management, legal and ethical considerations, and contemporary issues in technology integration.

EDUC 532: Curriculum Development 3 credit hours

A content area specific review of national, state, and local standards and their implications for instruction. Focus is given to integration of all component parts in curriculum development for the 21st Century learning.

EDUC 534: Contemporary Applications of Educational Technology 3 credit hours

In depth examination of instructional applications incorporating visual design, multimedia including digital imagery, audio, and video for face-to-face and online teaching and learning for the 21st Century student and classroom.

EDUC 542: Action Research 3 credit hours

Focuses on developing professional educators who understand the role of research and can use data to drive their decision making as well as how effective teachers use leadership and management skills to set high and appropriate goals for student learning and adjust strategies and plans in response to data.

EDUC 544: Collaborative Support for Technology Integration 3 credit hours

Designed to assist professional development practitioners in gaining knowledge and tools necessary to design, implement and evaluate programs for professional growth in an educational context. Provides an understanding of the theories and practices related to change as it impacts decisions about professional development in formal organizations such as educational settings. A case study format is incorporated. Exploration of the role of a technology teacher in the P-12 school with focus on collaborative development of technology-rich student-centered learning experiences for teaching and learning in the 21st Century.

EDUC 552: Reflective Teaching and Professional Growth 3 credit hours

Examination of personal practice and the development and implementation of an individualized plan for professional growth.

EDUC 578: Special Topics in Education 1-3 credit hours

This is a graduate level course that provides for the study of advanced topics in Professional Education. Need permission of the instructor.

EDUC 579: Special Problems in Education 1-3 credit hours

This is a graduate level course that provides for the study of advanced topics in Professional Education. Need permission of the instructor.

EDUC 580: Student Teaching for Graduate Education 3 credit hours

Student teaching course for graduate students needing to complete a clinical practice in a teaching field. Prerequisites: Completed all published requirements for eligibility.

EDUC 581: Capstone Experience 3 credit hours

This course is designed to provide students with a culminating masters level project with course specifics varying by program emphasis. Students will design and carryout the project to be completed in a PK-12 school environment. To enroll one must complete a minimum of 24 credit-hours, including 15 credit-hours of the common CORE.

Reading (Read)

READ 512: Advanced Reading Intervention 3 credit hours

Advanced study of the causes of reading difficulties and procedures used to support students with reading difficulties, emphasizing those with learning disabilities, behavior disorders, and mental impairments. Approaches reading difficulty from a holistic view. Attention is given to assessment strategies and the Response to Intervention (RTI) paradigm to organize tiers of instruction. The course is grounded in scientifically based reading research.

Special Education (SPED)

SPED 501: Autism I: Characteristics of Autism

This course provides an overview of Autism including the characteristics of individuals with autism, tools used to diagnose autism, and common behavioral characteristics of individuals with autism. This course includes a 30-hour field experience with autistic clients in an approved setting. Prerequisite: Teaching certification in Behavior Disorders or Multi-categorical Special Education or special permission.

SPED 502: Autism II: Autism Assessments and Interventions

This course provides specific strategies for teaching individuals with autism. Emphasis is put on assessments and interventions used with individuals with autism. This course includes a 40-hour field experience with autistic clients in an approved setting. Prerequisite: Teaching certification in Behavior Disorders or Multi-categorical Special Education or special permission.

SPED 520: Collaborative Teaching

Application of collaborative strategies to ensure effective teaching for diverse learners including students with special needs. Focus is given to collaboration with community, family, and school

resources and personnel. Strategies for communication and team teaching along with compliance with individual educational plans are addressed.

SPED 541: Characteristics of Students with Special Needs

Advanced study of foundations of special education and the psychological characteristics of the mild/moderately impaired client. Emphasis is placed on PL94-142, IDEA, etiology, historical, legal, social, educational, vocational, and familial impact of the MI, LD, BD client.

SPED 548: Assessment and Instruction E/BD 3 credit hours

The study of assessment techniques, writing IEP's, choosing appropriate behavioral objectives in appropriate curricular areas, construction of materials, test administration, and behavioral intervention are focus areas. Includes a significant clinical component. (30 hours of field based experiences)

SPED 551: Proactive Approaches to Classroom Management and Support 3 credit hours

Provides educators with an understanding of principles of social and learning behaviors across school contexts and ways in which these principles can be utilized to enhance learning. A second focus is on the use of positive behavior support systems for meeting the behavioral and emotional needs of all students and to establish a safe, positive and supportive learning environment for students with a wide range of special needs. Emphasizes cultural, social, mental health, mobility, and health concerns. Includes exploration of assistive technology and environmental adaptations to enhance learning opportunities.

SPED 555: Assessment and Instruction MI/LD 3 credit hours

The study of classroom teaching strategies, curriculum design, and assessment techniques for mild and moderately mentally impaired learners and learners with moderate learning disabilities. Emphasis is placed on the development of individualized educational plans and corresponding strategies and activities. Includes a significant clinical component. (30 hours of field based experiences)

Leadership Studies (EDL)

EDL 500: Organization and Administration 3 credit hours

This course provides an overview of social and educational philosophies and concepts which are basic to understanding the expectations, tasks and administrative methods for those in leadership roles in both public and non-profit educational organizations.

EDL 520: Resource Management 3 credit hours

This course is designed to provide the knowledge and skills necessary to efficiently and effectively develop policies and procedures for the management and evaluation of human, physical and fiscal aspects within leadership roles.

EDL 589: Community and Media Relations 3 credit hours

A study of organizational systems that interact with its community and the public. Emphasis will be given to marketing, recruitment, advisory boards, and development work.

EDUC 532: Curriculum Development 3 credit hours

The review of national, state, and local standards and their implications for instruction. Focus is given to integration of all the component parts in curriculum development.

Elective:

EDL 533: Education Law 3 credit hours

This course is designed to influence the policies and practices of future school administrators through the practical application of the knowledge of school law including state and federal regulations, and court decisions.

SPORTS LEADERSHIP AND COACHING

SLC 500: Foundations of Coaching 3 credit hours

Synthesizes material covering the numerous responsibilities of coaches and presents method of effective coaching at the youth, interscholastic, intercollegiate, and professional levels. General topics covered include developing a coaching philosophy, self and program evaluation, professional accountability, communication skills, management techniques, and practice planning.

SLC 520: Athletic Administration 3 credit hours

Principles of planning, administration, and the conduction of an athletic program. Topics include budgeting, scheduling, and facilities management.

SLC 530: Psychosociology of Sport 3 credit hours

The exploration of how psychological and sociological factors and theories impact involvement, enjoyment, and performance in sports.

SLC 540: Conditioning Principles 3 credit hours

The application of conditioning principles and theories for specific sports. Instruction provides the background for development of pre-season, in-season and off-season conditioning programs for athletes at all ages.

Elective:

SLC 550: Injury Prevention and Safety 3 credit hours

A presentation of factors contributing to sports injury prevention. Also included is an introduction to basic care and treatment of athletic injuries and first aid treatment procedures including asthma attacks, *anaphylactic* shock, and insulin shock.