Master of Arts in Education Program
College of Education and Human Performance

Program Handbook

Program website: *www.westliberty.edu/maed*

Revised September 2023

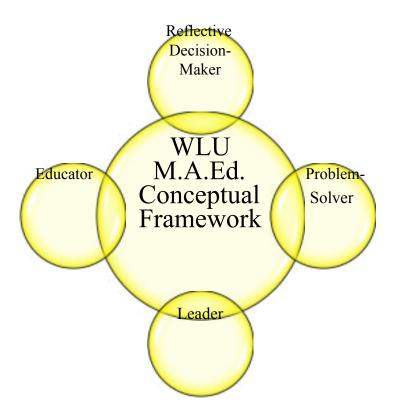# Table of Contents

Mission of West Liberty University

To provide our students with the opportunity for a high quality undergraduate, graduate, and professional education through appropriate formats and venues.

Mission of the M.A.Ed. Program

To empower our graduate students to serve as productive, creative leaders in schools and the community through an innovative and research-based program of professional education.

Conceptual Framework

Consistent with the mission of West Liberty University and the mission of the M.A.Ed. Program, the Conceptual Framework of the M.A.Ed. Program emphasizes the knowledge and skills that professionals will need to positively impact individuals within their chosen profession.

Reflective Decision-Maker

Educator

WLU M.A.Ed. Conceptual Framework

Problem-Solver

Leader

Overview

West Liberty University offers a 30 credit-hour course of study leading to a Master of Arts in Education degree (M.A.Ed.). The M.A.Ed. program is open to graduate-level students and is designed to provide masters-level work in an accelerated format for individuals who wish to advance their professional knowledge, skills, and dispositions in the areas of:
- Reading Specialist,
- Multi-Categorical Special Education,
- Innovative Instruction,
- Leadership in Disability Services,
- Leadership in Education Administration (online),
- Leadership Studies,
- Visual Art Education (online)
- Community Education Research and Leadership, and
- Sports Leadership and Coaching (online).

Coursework includes 12 credit-hours of required Education Common Core courses and 18 credit-hours of area of emphasis courses. Courses are scheduled in two eight-week terms during the fall and spring semesters, and two six-week terms during the summer. Courses are either in an online format or at the WLU Highlands Campus once a week typically at 5:00 p.m. However, students at a distance can join the Highlands courses via WebEx, which is a video conferencing system accessible by personal computer. During the last semester of coursework, all M.A.Ed. students complete a semester-long capstone experience of an approved topic, which incorporates the Education Core courses and relates to the selected area of emphasis.

The 30 credit-hour Master of Arts in Education requires:
- 12 credit-hours in Education Common Core and
- 18 credit-hours in an area of emphasis
- At least a B in each course.

Only the M.A.Ed. Reading Specialist leads to initial teacher certification/licensure in West Virginia as a certified Reading Specialist as long as candidates pass Praxis 5301 and all program requirements. No other M.A.Ed. concentration leads to initial teacher certification/licensure in West Virginia.

Admission Requirements

To ensure well-qualified candidates, the following admissions qualifications for the M.A.Ed. Program have been established:
- For Reading Specialist and Multi-categorical Special Education, applicants must hold a baccalaureate degree with a minimum 3.00 G.P.A. from a regionally accredited institution.
- For all other areas of emphasis, applicants must hold a baccalaureate degree with a minimum 2.50 G.P.A. from a regionally accredited institution.
- Send to WLU official transcripts for all undergraduate and graduate courses. (Individuals who have completed an undergraduate degree at WLU do not need to request an official transcript.)
- Complete the admissions application online at *http://westliberty.edu/graduate-programs/apply-now*
- International students need to follow the guidelines on the admission application website.

To enroll in M.A.Ed. courses for professional development (as a non-degree student), prospective students must:
- Complete the admissions application online at *http://westliberty.edu/graduate-programs/apply-now*
- On the admissions application indicate "non-degree" status.
- Send to WLU official transcripts for all undergraduate and graduate courses. (Individuals who have completed an undergraduate degree at WLU do not need to request an official transcript.)
- Up to six credit-hours may automatically be completed with non-degree status. With approval from the M.A.Ed. Program Director, up to 15 credit-hours may be completed for professional development with non-degree status.

To reenroll in the M.A.Ed. Program after not being enrolled during at least one fall or spring semester, graduate students must:
- Complete the admissions application online at *http://westliberty.edu/graduate-programs/apply-now*
- Send to WLU official transcripts for any undergraduate and graduate courses taken during the time period in which they were not enrolled at WLU.
- Graduate course work more than 7 years old may not be counted toward a graduate degree.
- If a graduate student is not enrolled at WLU for at least one fall or spring semester and decides to reenroll the following academic year, he/she will be required to complete the graduation requirements of the current WLU catalog in effect at the time of reenrollment. Graduation requirements for teacher certification/licensure programs are subject to changes mandated by the state at any time.

Applicants who do not meet the minimum 3.0 G.P.A. requirement and/or MAT/GRE score for admission may be conditionally admitted. Admission status will be reviewed after the applicant has completed his/her first six credit-hours of required courses (does not include "special topics" courses) and earned at least B's in each course.

Program Progression

To monitor candidate's progression through the MAEd Program, transition points have been determined to monitor candidate's academic progress, satisfactory progress of degree requirements, and demonstration of expected professional dispositions.

• Application to program: applicants must hold a baccalaureate degree with a minimum 3.00 G.P.A. from a regionally accredited institution

• EDUC 502 (early in program): In order to attend this course, the course instructor will review the academic transcript and completed disposition form for each candidate to be sure each candidate has:
  - 2.5 semester GPA,
  - 3.0 cumulative GPA,
  - A's and B's in every course,
  - Satisfactory progress in degree plan,
  - Target on all disposition areas.
• EDUC 512 (middle of program): In order to attend this course, the course instructor will review the academic transcript and completed disposition form for each candidate to be sure each candidate has:
  - 2.5 semester GPA,
  - 3.0 cumulative GPA,
  - A's and B's in every course,
  - Satisfactory progress in degree plan,
  - Target on all disposition areas.
• EDUC 581 (end of program): In order to attend this course, the course instructor will review the academic transcript and completed disposition form for each candidate to be sure each candidate has:
  - 2.5 semester GPA,
  - 3.0 cumulative GPA,
  - A's and B's in every course,
  - Satisfactory progress in degree plan,
  - Target on all disposition areas.
• Graduation from program: candidates must have:
  - Cumulative 3.0 GPA in M.A.Ed. courses;
  - Completion of 12 credit-hours in Education Common Core with at least a B in each course;
  - Completion of 18 credit-hours in specific area of emphasis with at least a B in each course;
  - Successful completion of M.A.Ed. Professional Dispositions forms;
  - Completion of all M.A.Ed. requirements within seven years.
• If any expectation is not met during any course transition point (EDUC 502, 512, 581), the candidate, advisor, and program director will meet to develop, document, and implement a remediation plan.

<u>**Key Assessment**</u> **– Professional Dispositions Form**

As part of the M.A.Ed. Program, professional dispositions are collected and reviewed as all graduate students progress through the program. Professional dispositions are part of the essential qualities of educators: knowledge, skills, and dispositions articulated by the Interstate New Teachers Assessment and Support Consortium (INTASC).

CAEP Standard A.1.1.

• f. Application of professional dispositions, laws and policies, codes of ethics and professional standards appropriate to their field of specialization.

Key Assessment Description: Using the Professional Dispositions Form, each student will be expected to complete a self-evaluation and have the form completed electronically by his/her advisor or a faculty member and his/her employer or practicum supervisor during these points in the M.A.Ed. Program:

 1. Professional Writing Course EDUC 502 (beginning of program)
 2. Assessment Course EDUC 512 (middle of program)
 3. Capstone Course EDUC 581 (end of program)
 4. Practicum Course (end of program; for M.A.Ed. areas requiring practicum)
 Candidates must score 80% "Target" across all domains on the Professional Dispositions form during each period of collection. If a student receives less than 80% "Target" or a disposition evaluation of "Unacceptable" in any category on the Professional Disposition Form, the student and the academic advisor and/or practicum supervisor will meet to develop, document, and implement a remediation plan.

Graduation Requirements

To ensure competent graduates, the following graduation qualifications for the M.A.Ed. Program have been established:

• Cumulative 3.0 GPA in M.A.Ed. courses;
• Completion of 12 credit-hours in Education Common Core with at least a B in each course;
• Completion of 18 credit-hours in specific area of emphasis with at least a B in each course;
• Successful completion of M.A.Ed. Professional Dispositions forms;
• Completion of all M.A.Ed. requirements within seven years.

A graduate student must fulfill the requirements listed in the WLU Graduate Catalog that was in effect at the time of his/her original entrance to WLU. After consulting with his/her assigned academic advisor, a graduate student may request a change to a more recent Graduate Catalog if it is in his/her best interest to do so. If a graduate student is not enrolled at WLU for at least one fall or spring semester and decides to reenroll the following academic year, he/she will be required to complete the graduation requirements of the WLU Graduate Catalog in effect at the time of reenrollment. Graduation requirements for teacher certification/licensure programs are subject to changes mandated by the state at any time.

Education Common Core Courses & Key Assessments

In addition to the Professional Dispositions, each Education Core Course requires students to submit a Key Assessment, which monitors each student's progress through the M.A.Ed. Program, and collects assessment data, which is regularly analyzed by M.A.Ed. faculty to evaluate how effectively the Program is preparing students to achieve the desired learning objectives. Adjustments to the Program, courses, and key assessments are made based on the key assessment data.

Candidates must score 80% "Target" across all domains on each Key Assessment Rubric during each Education Core Course. If a student receives less than 80% "Target" or an evaluation of "Unacceptable" in any category on a Key Assessment Rubric, the student will not successfully earn a passing grade for the class, and the student and the academic advisor will meet to develop, document, and implement a remediation plan.

The Education Core Courses must be taken in the required order because the content of the Education Core Courses is scaffolded to support students' success and prepare them for the Capstone Research Project required in their last course in their last semester (EDUC 581). The Education Core Courses requiring Key Assessments and the order in which these courses must be completed are:

1. EDUC 502 Professional Writing
2. EDUC 507 Research Methods
3. EDUC 507 Assessment and Data Literacy
4. EDUC 581 Capstone

The instructions for each Key Assessment are on the next several pages. Each Key Assessment Rubric is included at the end of this Handbook. In these courses, students will submit a draft of their Key Assessment several days in advance of the due date for the Key Assessment. Using the specific Key Assessment Rubric, the course instructor will evaluate the draft and provide students with the completed rubric. This feedback will not affect the student's course grade but will be provided to the student for implementation in their Key Assessment, which is submitted for the course grade.

EDUC 502 Professional Writing (Fall II, Spring II, Summer I; online every semester) This course involves critical readings and the synthesis of research in the creation of professional writing. Students will examine and critique examples of professional writing, consider professional writing strategies, and evaluate writing techniques and styles. Particular emphasis will be given to the research process, examination of seminal pieces of literature, and the creation of a research problem and research questions.

Course Objectives: The candidate will be able to:
- a. Synthesize writing around an academic topic
- b. Identify and organize a problem statement and research questions
- c. Design an appropriate research strategy for a literature review
- d. Compose an academic white paper and a research based document
- e. Evaluate and analyze examples of written research
- f. Demonstrate graduate-level writing skills

CAEP Standard A.1.1.
- d. Leading and/or participating in collaborative activities with others such as peers, colleagues, teachers, administrators, community organizations, and parents
- e. Supporting appropriate applications of technology for their field of specialization

Key Assessment – Research Paper

For this assessment, the student should complete a Research Paper: a modified literature review that summarizes all of the relevant publications related to a particular topic. A complete bibliography should be included and it should not count toward your minimum of ten pages. Appropriate grammar, structure, and APA citations are expected.

Aligned Objectives: The candidate will be able to:
- a. Synthesize writing around an academic topic;
- b. Identify and organize a problem statement and research questions;
- e. Evaluate and analyze examples of written research.
- f. Demonstrate graduate-level writing skills

Key Assessment Description: This assessment is a culminating project for EDUC 502, Professional Writing. Candidates will compile a Research Paper: a modified literature review that summarizes all of the relevant publications related to a particular topic approved by the instructor. A complete reference page should be included and it should not count toward your minimum of ten pages. Appropriate grammar, structure, and APA citations are expected. The research paper will be a written document with the following components:
1. A Strong Introduction and Problem Statement.
2. Quality Research Questions.
3. Strong background information on the topic.
4. Well-organized and structured paper.
5. Reliable and Unbiased Sources.
6. Proper grammar and APA structure.

EDUC 507 Research Methods (Fall I & Spring I, Summer II; online every semester) This course is an examination of four broad research methods used in education: qualitative, quantitative, mixed-methods, and action research. Research methods include the identification of a research problem, selection of appropriate methodology, establishment of validity, reliability, and rigor, sampling, and methods and techniques of data collection, Students will study theoretical perspectives and epistemology constructs related to research design and critique. *Pre-requisites: EDUC 502

Course Objectives: The candidate will be able to:
- a. Synthesize writing around an academic topic
- b. Identify and analyze research methodologies including qualitative, quantitative, mixed methods, and action research
- c. Identify and organize a problem statement and research questions
- d. Explain and construct research methodology related to the research problem. • e. Construct research methods instruments (interview protocols, survey questions) • f. Critique methods of data collection and analysis options
- g. Evaluate and analyze examples of written research
- h. Compute analysis of data using descriptive statistics
- i. Demonstrate graduate-level writing skills

CAEP Standard A.1.1.
- b. Use of research and understanding of qualitative, quantitative and/or mixed methods research methodologies
- c. Employment of data analysis and evidence to develop supportive school environments
- e. Supporting appropriate applications of technology for their field of specialization

Key Assessment – Research Proposal

This assignment is a culminating project for EDUC 507 Research Methods. Candidates will compile a hypothetical research proposal for a probable study in the social sciences. The research proposal will be a written document.

Aligned Objectives: The candidate will be able to:
- a. Develop a research question and select an appropriate methodology;

- b. Compare and contrast research methodologies including qualitative, quantitative, mixed methods, and action research;
- c. Examine varied theoretical perspectives and epistemological constructs in support of different methodology;
- d. Construct research methods instruments (interview protocols, survey questions);

- e. Determine reliability, validity, and appropriate rigor in the research design and instrumentation process;
- f. Critique methods of data collection and analysis options;
- g. Identify and correctly define research methodology and method terms.
- i. Demonstrate graduate-level writing skills

Key Assessment Description: This assessment is a culminating project for EDUC 507, Research Methods. Candidates will compile a hypothetical research proposal for a probable study in the social sciences. The research proposal will be a written document with the following components:

1. Introduction
2. Purpose Statement
    a. Identify a Problem/Purpose Statement
3. Research Questions
    a. Create Potential Research Questions
4. Research Design
    a. Describe the Type of Research
5. Rational for the Study
    a. Identification of Audience for the Research
    b. Explain Why the Research is Important
6. Context of the Study
    a. Identify the Characteristics of the Location of the Research
7. Participants
    a. Identification of participants and method of selection
    b. Describe Number of Participants and their Characteristics
    c. Establishment of reliability and validity of instruments
8. Instrument
    a. Specific Technique Used to Collect Data with Respect to the Research Problem
    b. Describes What Will be Used, Types of Questions, Paper or Electronic, Etc.
9. Procedures
    a. Time-Line for Research Components
    b. Realistic Implementation of Steps

EDUC 512 Assessment and Data Literacy (Fall II, Spring II, Summer II; online every semester) This course is an advanced study of the development and application of assessments in authentic environments and the analysis of data to make evidence-based decisions. Students will study and apply methods to collect data, analyze data, and use data to make professional decisions. Current legal and ethical issues related to the application of assessments and use of data will also be examined. Pre-requisites: EDUC 502, EDUC 507

Course Objectives: The candidate will be able to:

- a. Identify the individuals to be assessed;
- b. Identify content, skills, and processes to be assessed;
- c. Develop methods to assess identified content, skills, and processes;
- d. Administer assessments to gather data and monitor progress in authentic environments;
- e. Analyze assessment data and transform data to make decisions and develop actionable items.
- f. Demonstrate graduate-level writing skills.

CAEP Standard A.1.1.

- a. Applications of data literacy;
- c. Employment of data analysis and evidence to develop supportive school environments

• e. Supporting appropriate applications of technology for their field of specialization

Key Assessment – Assessment Project

This assignment will require students to complete the course objectives by applying knowledge and skills learned in this course by selecting a student or another individual who is struggling to master a specific concept or skill, providing direct instruction in that specific concept or skill, designing and

administering assessments for that specific concept or skill, and gathering and analyzing data from 5- 7 assessments to make decisions about future instruction for the student/individual. Your student/individual does not have to be a child; he/she may be a student in your class or on your team, a family member, a friend, etc.

Aligned Objectives: The candidate will be able to:

• a. Identify the audience and the individuals to be assessed;

• b. Identify content, skills, and processes to be assessed and research-based methods to be taught;

• c. Develop methods to assess identified content, skills, and processes;

• d. Administer assessments to gather data and monitor progress in authentic environments;

• e. Analyze assessment data and transform data to make decisions and develop actionable items;

• f. Demonstrate graduate-level writing skills.

Key Assessment Description

This assignment will require you to complete the course objectives by applying knowledge and skills learned in this course by selecting a student or another individual who is struggling to master a specific concept or skill, providing direct instruction in that specific concept or skill, designing and administering assessments for that specific concept or skill, and gathering and analyzing data from 5- 7 assessments to make decisions about future instruction for the student/individual. Your student/individual does not have to be a child; he/she may be a student in your class, a family member, a friend, etc. The goal of the assignment is to gather assessment data to measure an individual's progress on the knowledge/skills you are teaching him/her, which will allow you to use the assessment data to make decisions about how to proceed with the instruction for the individual. Here's what you need to do for this project:

• Identify a student or other individual who is having difficulty mastering a specific concept or skill.

• Identify a research-based instructional strategy that you can use to provide the student/individual with direct instruction on the specific concept/skill. Use textbooks you have from previous courses or the WLU library log-in from Assignment 4 to locate a research-based instructional strategy. The strategy does not need to be complex, for example graphic organizers or picture schedules are research-based strategies. You will use this strategy to teach the individual the specific concept/skill 5-7 times.

• Develop one or more assessments specific to the concept/skill being taught to measure the student/individual's progress each time you provide the instruction. As has been presented in this class, the assessment does not need to be paper/pencil.

• Administer the assessment(s) 5-7 times to gather data and monitor progress in authentic environments. You may use the same assessment multiple times if it will effectively measure the student/individual's progress.

• Analyze the data from 5-7 assessments in a chart or table format to make decisions to determine if the student/individual has mastered the concept/skills and how to proceed on the specific concept/skill for the student/individual, for example is additional practice or review needed, do prerequisite or related concepts/skills need to be retaught, or can instruction move on to new concepts/skills.

Here is what you need to submit for this project in a 4-6 page paper using the format described in the syllabus. Be sure to include the **bolded words as headings** in your paper:

• Describe the **student/individual** and the **concept/skill** he/she is having difficulty mastering. To protect confidentiality, please do not use his/her real name.

• Describe the **research-based instruction strategy** that you used and rational for selecting it. If possible, provide a picture of the strategy. Include a APA reference for the source that supports is

as research-based.
  - Describe the **assessments** that you developed, rational for selecting them, and when they were administered. If possible, provide a picture of an assessment.

  - Describe your analysis of the **data** gathered from 5-7 assessments and provide the data in chart or table form.
  - Describe the **decisions** you have made based on your analysis of the data.

EDUC 581 Capstone (Fall & Spring, entire 16 week semester; Highlands Campus or WebEx) This course is designed to provide students with an experience in identifying a research problem and implementing research-based methods with the goal of addressing educational and community needs. As part of this course, students will create and implement a culminating master's level research project.
  *Pre-requisites: EDUC 502, EDUC 507, EDUC 512

Course Objectives: The candidate will be able to:
  - a. Synthesize writing around an academic topic;
  - b. Identify and organize a problem statement and research questions;
  - c. Explain and construct research methodology related to the research problem;
  - d. Identify, evaluate, and analyze current research;
  - e. Design and implement instruments to gather data;
  - f. Analyze data from an implemented research study and make recommendations;
  - g. Demonstrate graduate-level writing skills and graduate-level presentation skills.

CAEP Standard A.1.1.
  - a. Applications of data literacy;
  - b. Use of research and understanding of qualitative, quantitative and/or mixed methods research methodologies;
  - c. Employment of data analysis and evidence to develop supportive school environments;
  - d. Leading and/or participating in collaborative activities with others such as peers, colleagues, teachers, administrators, community organizations, and parents;
  - e. Supporting appropriate applications of technology for their field of specialization;
  - f. Application of professional dispositions, laws and policies, codes of ethics and professional standards appropriate to their field of specialization.

<u>**Key Assessment**</u> **– Capstone Project/Presentation**
  Using knowledge obtained from the M.A.Ed. Education Core courses and the content from courses in the identified track, students will create and implement a culminating masters-level research project, research paper, and present during one of the last two classes a poster session and an oral presentation. Templates will be provided for the poster and presentation and will include a summary of the information in your research paper.

Aligned Objectives: The candidate will be able to:
  - a. Synthesize writing around an academic topic;
  - b. Identify and organize a problem statement and research questions;
  - c. Explain and construct research methodology related to the research problem;
  - d. Identify, evaluate, and analyze current research;
  - e. Design and implement instruments to gather data;
  - f. Analyze data from an implemented research study and make recommendations;

• g. Demonstrate graduate-level writing skills and graduate-level presentation skills.

Key Assessment Description: This assessment is a culminating project for EDUC 581, Capstone. Candidates will complete a research project in the social sciences. The project will be a written document with the following components:

  I. Title Page
  II. Introduction (5-7 pages)
     a. Introduction
     b. Problem Statements
     c. Research Questions
     d. Significance of Study
     e. Limitations of Study
     f. Definition of Key Terms
     g. Summary
  III. Literature Review (15-20 pages)
     a. Introduction
     b. Body
     c. Summary
  IV. Methodology (5-7 pages)
     a. Introduction
     b.Research Questions
     c. Rationale for Study
     d. Research Design
     e. Context of Study
     f. Participants
     g. Instrument
     h. Procedures
     i. Data Collection
     j. Data Analysis
     k. Summary
  V. Results (5-7 pages)
     a. Introduction
     b. Summary of Study
     c. Research Questions
     d. Summary of Methods and Procedures
     e. Summary of Results/Discussion of Results
     f. Practical Implication
     g. Limitations of Study
     h. Recommendations for Future Research
     i. Summary
  VI. References (25-30)
  VII. Appendix/Appendices
     a. Survey/Interview Questions
     b. Informed Consent Letter
     c. Letters/Emails to Participants
     d. Human Subjects Approval Letter
     e. Chart/Graph of Data

Program Areas & Required Courses

In addition to the 4 required EDUC Core Courses, each M.A.Ed. Program area requires 6 courses in the specific area of emphasis. The 6 courses required for each area are listed below.

Reading Specialist

This area is designed for educators or others wishing to expand upon their knowledge of literacy with a special emphasis on multi-sensory based instructional practices. Incorporating field-based experiences, coursework includes early and emergent literacy, word structure knowledge, delivery of reading assessments with resulting targeted interventions, advanced literacy instruction in comprehension, fluency, and vocabulary acquisition, developmental writing, and spelling. West Virginia certification as a Reading Specialist requires completion of the six reading courses, a master's degree, and passing the WV state licensure test.

Advisor: Dr. Nicole Ennis: *nicole.ennis@westliberty.edu*

Required Courses:
- READ 562 Foundations of Structured Literacy
- READ 563 Word Study: Language and Literacy
- READ 565 Advanced Methods of Multi-Sensory Instruction
- READ 512 Advanced Literacy Assessment
- READ 564 Structured Literacy Practicum
- READ 575 Advanced Literacy Instruction

Community and Organizational Leadership

This track prepares professionals for leadership positions within their chosen profession in educational, nonprofit, and/or public organizations and the understanding of why and how great leaders flourish in society and their fields. Coursework includes leadership, motivation and creativity theories, human relations of leadership, instructional design practices, social justice reform, understanding community characteristics and relations, and application to practical, real-life leadership opportunities.

Advisor: Dr. Bill Baronak: *wbaronak@westliberty.edu and/or Dr. Miriam Roth-Douglas miriam.douglas@westliberty.edu*

Required Courses:
- EDL 500 Leadership Theory and Motivation
- EDL 520 Human Resources and Personnel Issues
- EDUC 506 Motivation and Creativity
- EDL 530 Social Justice and Change
- IDL 502 Instructional Design Across Industry
- EDUC 517 Community Partnerships

Sports Leadership and Coaching (online)

This area is an online format and is designed for individuals working or desiring to work in school, university, and community sports programs. Coursework includes key issues involved in educational athletics and further develops leadership and coaching skills.

Advisor: Dr. Zac Shutler: *zachary.shutler@westliberty.edu*

Required Courses:
- SLC 500 Foundations of Coaching

- SLC 520 Athletic Administration
- SLC 540 Conditioning Principles
- SLC 530 Psychosociology of Sport
- SLC 550 Injury Prevention and Safety
- SLC 570 Sports Law

Visual Art Education (online)

This area is designed for students who already have an approved visual art teacher certification. The goal of the program is to improve the student's knowledge and skills of visual art education teaching and learning practice. This program is the only fully online Graduate Art Education Program in the state of West Virginia.

Advisor: Dr. Jeffrey Grubbs: *jeffrey.grubbs@westliberty.edu*

Required Courses:
- ART 510 Art Education History
- ART 511 Current Issues in Art Education
- ART 512 Arts Leadership, Advocacy & Policy
- ART 513 Visual Culture, Criticism & the Art Museum
- ART 543 Non-Western Art History or ART 544 Art in Contex
- Graduate Elective – Any 500 level course with advisor approval

Leadership in Education Administration (online)

This area enables students to pursue a degree in the growing field of school leadership and gain the knowledge, skills, and abilities to serve as a school principal, supervisor of general instruction, or superintendent. Courses include strategic planning, change, collaboration, cultures of innovation, and community and civic engagement. Future school leaders will engage in evidence-based practice, research, problem-based learning with field experience embedded in all course work. Courses can be completed 100% online.

Advisor: Dr. Richard Whitehead richard.whitehead@westliberty.edu

Required Courses:
- EDUC 582 Orientation for Online Learners (No Credit)
- EDL 521 Strategic Educational Planning and Change
- EDL 533 Education Law and Ethics
- EDL 543 Creating a Culture of Innovation
- EDL 588 Research Evaluation Assessment
- EDL 589 Community Collaboration
- EDL 565 Educational Leadership Instructional Supervisor Practicum
- EDL 566 Educational Leadership Superintendent Practicum

Instructional Design for Learning (online)

This area enables students to pursue a degree in this growing field. With the need and desire for online and remote learning on the rise, the instructional designer's role is crucial in providing consistent, engaging, and aligned courses regardless of delivery method. Graduate work in instructional design can lead to teachers who can become instructional coordinators in schools, those with business backgrounds taking on additional training and development responsibilities, health science workers taking on training roles within clinical settings, and more.

Advisor: Dr. Merilee Madera: *merilee.madera@westliberty.edu*

Required Courses:
- IDL 501 Foundations of Instructional Design
- IDL 502 Instructional Design Across Industry

- IDL 510 Instructional Design for Learner Engagement
- IDL 511 Authoring Tools and Teaching Technology
- IDL 520 Assessment and EvaluationIDL
- IDL 521 Instructional Design Project Management

Certification Programs and Processes

For specific educator certification and procedures available through the West Virginia Department of Education, please view this website: *http://wvde.state.wv.us/educators/*

Reading Specialist

The West Virginia Department of Education offers stand-alone certification as a Reading Specialist, which requires completion of six reading courses, a master's degree, and passing the WV state licensure test. Individuals who already possess a master's degree do not need to pursue the WLU M.A.Ed. for this certification.

Mission: ***The mission of the Reading Specialist program is to prepare teachers who effectively provided targeted reading instruction with confidence and flexibility, to individuals who display reading, speaking, listening, and writing difficulties.***

Advisor: Dr. Nicole Ennis: *nicole.ennis@westliberty.edu*
Required Courses:
- READ 562 Foundations of Structured Literacy
- READ 563 Word Study: Language and Literacy
- READ 512 Advanced Literacy Assessment
- READ 565 Remediation of Reading Difficulties
- READ 564 Structured Literacy Practicum
- READ 575 Advanced Literacy Instruction

Autism Endorsement

The West Virginia Department of Education offers an Autism Endorsement to applicants holding a Professional Teaching Certificate endorsed in Emotional/Behavior Disorders; Multi Categorical Special Education; Mental Impairments (Mild/Moderate); Severe Disabilities; or Pre-School Special Needs. The Autism Endorsement requires six credit-hours in Autism courses, which is 100% online, and field experience in an approved setting with individuals diagnosed with autism.

Advisor: Dr. Richard Whitehead *richard.whitehead@westliberty.edu*

Required Courses:
- SPED 501 Autism I: Characteristics of Autism
- SPED 502 Autism II: Autism Assessment and Interventions

<u>Post-Master's Certification Principal</u>

> This track is designed for individuals who have previously earned a masters degree and want to pursue the Principalship. The curriculum consists of 18 credit hours and is designed for completion within three semesters. Candidates in this track are eligible for West Virginia administrative certification for Principal PK-Adult. This coursework requires extensive field hours with a practicing school Administrator.

Advisor: Dr. Richard Whitehead *richard.whitehead@westliberty.edu*

Required Courses:
- EDL 582 Orientation for Online Learning
- EDL 521 Strategic Educational Planning and Change
- EDL 533 Education Law and Ethics
- EDL 543 Creating a Culture of Innovation
- EDL 588 Research Evaluation Assessment
- EDL 589 Community Collaboration
- EDL 565 Educational Leadership Instructional Supervisor Practicum

Those wishing to obtain certification in **Supervision General Instruction and Superintendent** are required to complete <u>EDL 566 Educational Leadership Superintendent Practicum</u> in addition to the courses above.

<u>Alternative Certification</u>

WLU provides approved online coursework. Program participants must possess a minimum of a 2.75 overall cumulative GPA and a valid Substitute Teaching Permit issued by the WVDE to be approved for enrollment in this coursework option. Participants must successfully complete EDUC 518 with a grade of "B" or higher to receive qualifying credit towards licensure and provide documentation to the WVDE. As part of successfully completing the course, West Liberty University requires that participants be fully responsible for meeting clinical experience requirements which include, but are not limited to, achieving a grade of 80% on the West Virginia Teacher Performance Assessment (WVTPA). Program participants may not complete their teacher performance assessment and clinical placement(s) outside of West Virginia. Generally, candidates complete the program within one semester, but the maximum amount of time allowed is one year.

Advisor: Dr. Richard Whitehead *richard.whitehead@westliberty.edu*

Non-Degree Professional Development

In the M.A.Ed. Program, up to six credit-hours may automatically be completed with non-degree status. With approval from the M.A.Ed. Program Director, up to 15 credit-hours may be completed for professional development with non-degree status. Educators who need to complete graduate credit-hours for licensure/certification and/or pay increase my wish to pursue the non-degree option. See Admissions Requirements section of this handbook for instructions on how to apply for professional development (as a non-degree student). Non-degree courses may or may not be applied to an M.A.Ed. degree program depending on specific program requirements.

EDUC 578 Special Topics Courses
These courses are typically offered as professional development in collaboration with school administrators or via grant funded programs. Procedures to enroll in an EDUC 578 or request approval to offer an EDUC 578 in collaboration with M.A.Ed. faculty can be obtained by contacting Dr. Nicole Ennis: *nicole.ennis@westliberty.edu.*

Academic Procedures

Academic Calendar – M.A.Ed. courses are held in two 8-week terms during each fall and spring semester and two 6-week terms during the summer.

Academic Support Services – Several WLU academic support services are available to students who experience difficulty in a course or whose GPA is in danger of falling below the requirements.

- The Sutdent Success Center provides free, tutoring services by trained peer tutors
- Accessibility Services provides disability-related accommodations and support for students with documented disabilities.
- Counseling Services provides free and confidential counseling by a licensed professional counselor.
- Writing Center provides free, one-on-one tutoring throughout all stages of the writing process.
- M.A.Ed. faculty advisors also work one-on-one with students to provide individualized support and guidance.

Appeal of Grades, Academic Probation, or Suspension – An M.A.Ed. student, who believes that his/her final course grade, probation, or suspension from the M.A.Ed. Program was based on inadequate evidence or insufficient due process, may appeal by following these procedures within 14 calendar days of receiving notification of the final course grade, probation, or suspension.
1. For a grade appeal only, meet informally with the course instructor to attempt to resolve the conflict. If the conflict is not resolved, continue with #2.
2. Email a written appeal request to the M.A.Ed. Program Director explaining the reason for the appeal and providing documented evidence for the appeal. Within 14 calendar days of receipt, the appeal will be brought before the M.A.Ed. faculty for discussion and resolution. The Program Director will email the decision to the student.
3. If the appeal is not resolved with #2, email a written appeal request to the Dean of the College of Education and Human Performance explaining the reason for the appeal and providing documented evidence for the appeal. Within 14 calendar days of receipt, the Dean will email the decision to the student. There is no appeal of the Dean's decision.

Auditing Courses – M.A.Ed. courses may not be audited.

Academic Honesty – All M.A.Ed. students are expected to abide by the WLU Policy on Academic Dishonesty. Any work submitted by a student for academic credit must be the student's own work. Plagiarism, fabrication, collusion, cheating, or any form of academic dishonesty will result in failure of the assignment and may result in failure of the course.

Class Participation and Attendance – Even though most M.A.Ed. courses are scheduled for an eight week term, each course requires 45 hours instruction. Instruction may take place in a face-to-face setting and/or online setting as well as through independent readings, videos, podcasts, online discussions/blogs, online websites/modules, assignments, projects, exams, etc. Graduate students should expect to spend at least 5-6 hours per week on face-to-face courses outside of the weekly class meeting and 10-12 hours per week for

online courses. For face-to-face courses, graduate students are expected to attend and actively participate every week; however, each student is permitted one absence without penalty. This one absence without penalty relieves the instructor from making the decision of what absence excuses are accepted or not accepted. If you are going to be absent, please email the instructor at least one hour in advance. More than one absence may result in failure of the course.

Catalog Determines Degree Requirements – A graduate student must fulfill the requirements listed in the WLU Graduate Catalog that was in effect at the time of his/her original entrance to WLU. After

consulting with his/her assigned academic advisor, a graduate student may request a change to a more recent Graduate Catalog if it is in his/her best interest to do so. To request to change to a later catalog, a student needs to contact the Registrar's Office located in 121 Shaw Hall, WLU Main Campus, 304-336-8007, or *http://westliberty.edu/registrar* and select Data Change Request Form under the Students & Forms link. If a graduate student is not enrolled at WLU for at least one fall or spring semester and decides to reenroll the following academic year, he/she will be required to complete the graduation requirements of the WLU Graduate Catalog in effect at the time of reenrollment. Graduation requirements for teacher certification/licensure programs are subject to changes mandated by the state at any time.

Completion of Additional M.A.Ed. Area of Emphasis – The M.A.Ed. requires students to select one specific area of emphasis in which they must complete 18 credit-hours of specific, required courses. An M.A.Ed. student may elect to complete an additional area of emphasis, which requires completing an additional 18 credit-hours of specific, required courses. One single course may not count towards the requirements of two individual areas of emphasis. A student pursuing two M.A.Ed. areas of emphasis are required to complete 36 credit-hours of specific, required courses, and will be assigned an advisor for each area of emphasis. To declare an additional M.A.Ed. area, a student needs to contact the Registrar's Office located in 121 Shaw Hall, WLU Main Campus, 304-336-8007, or *http://westliberty.edu/registrar/* and select Data Change Request Form under the Students & Forms link.

Course Schedules and Registration – The WLU academic calendar specifies the days when registration occurs. Course schedules are available in WINS a few weeks prior to the registration period. Students are expected to view their DegreeWorks and are required to consult with their academic advisor each semester prior to registration. Each student has access to register for courses through his/her WINS account, which is located at *https://westliberty.edu/WINS*.

Course Substitutions – Granted on a limited basis for extenuating circumstances, course substitutions may be requested by an M.A.Ed. student by completing the Petition Form located on the Registrar's Office website *http://westliberty.edu/registrar* and submitting the form to the M.A.Ed. Program Director. After a course substitution is approved, the student's DegreeWorks will reflect the approved substitution.

Courses By Arrangement – Granted on a limited basis for extenuating circumstances, an M.A.Ed. student may ask a faculty member to provide a course by arrangement that is required for his/her area of emphasis. If the faculty member is willing to provide the course to the individual student without compensation, the student must contact the M.A.Ed. Program Director for final approval. If approved, the Program Director will complete and submit the Course By Arrangement Form.

Declaring or Changing M.A.Ed. Area of Emphasis – The M.A.Ed. requires students to select one specific area of emphasis in which they must complete 18 credit-hours of specific, required courses. To declare or change his/her M.A.Ed. area, a student needs to contact the Registrar's Office located in 121 Shaw Hall, WLU Main Campus, 304-336-8007, or *http://westliberty.edu/registrar* and select Data Change Request Form under the Students & Forms link.

DegreeWorks aka TopperTracks – Located in WINS, DegreeWorks is the online system, which lists the

graduation requirements for a student's declared degree program. When viewing DegreeWorks, always "refresh" (top right) and select "process new" (top middle) to be sure updated information is being displayed.

Full-time Graduate Student Status – A graduate student must register for at least nine credit-hours to be considered a full-time graduate student.

Grade Point Average (GPA) – M.A.Ed. students grades earned in graduate courses compute into their graduate GPA. Courses that are graded using the standard letter grade system are figured into a student's graduate GPA using the standard point system. (See WLU Catalog for detailed explanation.) Grades

earned in graduate courses that are approved by the M.A.Ed. Program Director for transfer into a student's M.A.Ed. degree will also be computed into a student's graduate GPA. The M.A.Ed. Program requires

students to maintain a 2.5 GPA to be in good academic standing and a 3.0 GPA for graduation. Students' GPAs are monitored at the end of each semester (fall, spring, summer). Failure to maintain those standards will result in probationary status and/or dismissal from the program.

Grading System – With the exception of special topics courses, practicum, internships, and capstone, which are pass/fail courses, all M.A.Ed. courses are graded using the standard letter grade system. (See WLU Catalog for detailed explanation.) Every M.A.Ed. course syllabus should include a grading system for that course, including how many points are needed to earn each letter grade and how many points each assignment is worth. Rubrics should be provided for the grading of major assignments. The rubrics for some courses may be graded using a "Target, Developing, Unacceptable" standard which demonstrates a student's proficiency in performing the task or demonstrating the knowledge, but also must clearly indicate the requirements for earning specific letter grades in the course. If a course does not provide a grading system, students should contact the M.A.Ed. Program Director.

Incomplete Grade – As stated in the WLU Catalog, an Incomplete is "to be given at discretion of the instructor and must be completed within one semester after end of course or an "F" will be recorded." Incompletes are only given for extenuating circumstances with documented evidence of the circumstances provided to the course instructor before the end of the course.

Override – Since the M.A.Ed. EDUC Core courses have prerequisite courses that must be taken in a sequence, students may need an override to register for a course when the prerequisite course has not yet been completed. After receiving approval from his/her advisor, a student may request on override by completing the *MAEd Override Request Form*. This form requires the student signing into Google with his/her WLU G-mail access. The data from this form documents the override request, and allows us to more easily keep track of override requests. Since an override has to be manually done, please allow one week for it to be processed. The student will receive an email when the override has been approved and he/she has been registered for the course; however, the student should check WINS to be sure.

Online Courses – Online courses are held in Sakai, which is WLU's online learning management system and is located at *https://sakai.westliberty.edu*. On the first day of the term, a student, who is enrolled in an online course, is responsible for logging into Sakai with his/her assigned student ID and password to view the course syllabus and other specific information about the course.

Pass/Fail Courses – Certain courses, such as EDUC 581 Capstone, are graded as pass/fail. When a student earns at least 80% of the possible points (grades of B or better) in a "pass/fail course," a grade of K is given. If the student does not earn at least 80% of the possible points in a "pass/fail course," then the student will be given an F in the course.

Retaking Courses – Since the M.A.Ed. requires that all students earn a B or better in required courses, a

student has the option to retake a course in which he/she earned lower than a B. Both the original grade and the second grade for the specific course will be figured into the student's graduate GPA.

Transfer Courses – M.A.Ed. students may request to have graduate courses, which were completed at another accredited institution, evaluated for transfer credit by contacting the M.A.Ed. Program Director. Only courses completed within the past seven years and with a B or better will be considered. Students must provide a course description and syllabus for courses that are being requested for transfer credit. No more that nine credits will be approved for transfer.

Undergraduate Students Enrolling in M.A.Ed. Courses – An undergraduate student may be granted Concurrent Admission to enroll in up to six credit-hours of M.A.Ed. courses by the M.A.Ed. Program

Director if he/she meets the following conditions:

• Has an overall undergraduate cumulative GPA of 3.0 or higher;
• Has earned at least 90 credit-hours for senior standing;
• Does not enroll in more than 18 credit-hours during the specific semester, including undergraduate and graduate coursework;
• Has approval from his/her academic advisor;
• Completes the form at this link: http://westliberty.edu/graduate-programs/resources/ M.A.Ed.
courses that are substituted for undergraduate degree requirements may NOT also count for graduate degree requirements. A course may only count for one degree.

Withdrawal from Courses – An M.A.Ed. student who wishes to withdraw from a course must communicate with the course instructor:

• To determine if there could be another solution to the student's situation;
• To receive approval to withdraw from a course.

A student may drop a course at anytime during the first four days of a term. A student may withdraw from a course without penalty before two thirds of the term has passed, which for 8-week courses is within the first five weeks of the term, and for 6-week courses is within the first four weeks of the term. After that date and before the last class meeting, which for 8-week course is during the last three weeks of the term and for 6-week course is during the last two weeks of the term, a student may withdraw with a "WP" if he/she is passing the course, or if he/she is not passing the course, then the student will receive a "WF" which is computed as an "F" in the student's grade point average.

To withdraw from a course, a student must email the Registrar's Office his/her full name, WLU ID, course number, name, and CRN of the course needing to drop. The Registrar's Office will contact the course instructor to find out the last day that the student attended the course, which will determine the student's withdrawal date. Depending upon the student's date of withdraw, the student may or may not receive a partial tuition refund; see the Tuition Refund Policy in the WLU Catalog.

Non-Academic Procedures

Accessibility Services – Qualified students with disabilities will be provided reasonable academic accommodations if determined eligible by Accessibility Support Services. Prior to granting disability accommodations in a course, the instructor must receive written verification of eligibility from Accessibility Support Services, which is located in the Learning and Student Development Center (LSDC) in Main Hall 147, 304-336-8018. It is the student's responsibility to initiate contact with the office and to follow through with the established procedures for academic accommodations.

Advising & DegreeWorks – The ultimate responsibility in fulfilling graduation requirements is that of the graduate student. Each graduate student is assigned an academic advisor who is a faculty member teaching courses in the student's selected M.A.Ed. area of emphasis. Because not all courses are offered every semester and course offerings may vary from one semester to the next, students are required to consult with their academic advisor each semester prior to registration. DegreeWorks is a valuable tool for supporting the decision-making process of course selection. Located in WINS at *https://westliberty.edu/WINS*, DegreeWorks is an online degree audit system that shows a student's graduation requirements for his/her specific M.A.Ed. area as well as which requirements the student has already completed. Students are encouraged to view their DegreeWorks every semester to monitor their completion of degree requirements. If a student has questions or sees and error in their DegreeWorks, he/she should contact the M.A.Ed. Program Director.

Course Evaluations – During the last week of each M.A.Ed. course, enrolled students will receive a message to their WLU email containing a link to an electronic evaluation for each course they are in the process of completing. Students are strongly encouraged to submit these course evaluations by providing valuable feedback about the course and instruction. Summaries of completed course evaluations do not identify students and are provided to faculty and their supervisors.

Email Account – All enrolled M.A.Ed. students will be assigned a WLU email account that students are expected to regularly check in order to stay informed of class assignments, deadlines, registration information, billing statements, and other campus information. Students can forward their WLU email to another email within their Gmail settings. If a student has difficulty accessing their WLU email account, they should use another email address to contact the WLU IT Department at *helpdesk@westliberty.edu*. Failure to check email will not remove students from responsibility in meeting stated deadlines and procedures.

Financial Aid – To apply for financial aid, graduate students must:
- Complete and submit the Free Application for Federal Student Aid (FAFSA) at *www.fafsa.ed.gov*. The FAFSA must be submitted annually.
- First time borrowers must also complete "Entrance Counseling" and the Master Promissory Note at *www.studentloans.gov*.
- Be enrolled in at least six credit-hours per semester in a degree program.
- Current graduate students must maintain Satisfactory Academic Progress (SAP) by having at least a

2.5 cumulative G.P.A. and successfully complete 70% of attempted credit-hours. Courses in which a student registers for and then withdraws from are included in the SAP requirements. For more information, go to: *http://westliberty.edu/graduate-programs/financial-aid-and-cost/*.

Graduate Assistant Positions – A Graduate Assistant is a graduate student appointed as a University employee in a position that provides the student with an apprenticeship experience. Such appointments may include the waiver of graduate tuition, housing waiver, stipend, and/or other financial support for graduate education. To be eligible for a Graduate Assistantship, a student must have been accepted into a graduate program at WLU and be registered for at least six credit-hours for the term(s) in which they will receive the assistantship. They must also maintain the minimum GPA for the program in which they are registered. An individual student may hold a Graduate Assistant position for no more than two calendar

years. For more information about available assistantships and to apply, go to: *http://westliberty.edu/graduate-programs/ga/*.

Graduation – M.A.Ed. students are conferred their degree during Commencement Ceremonies held in December and May. Students, who complete their degree in August, are conferred their degree during the December Commencement Ceremony. The semester before his/her last required course, a student must complete an application for graduation and pay the graduation fee; deadlines for completing this application can be found on the WLU academic calendar. About one month prior to the Commencement Ceremony, graduating students are encouraged to attend the WLU Graduation Fair, where students receive valuable resources in preparation for the completion of their degree, pick up their ordered cap and gown, and check to be sure they have met all financial obligations to WLU.

Library – The Elbin Library, located on the WLU Main Campus, contains numerous items in print, audio, and video as well as electronic access to several databases and digital collections. M.A.Ed. students can access electronic materials using a login and password, which is changed each academic year and may be obtained from the library or their instructors. Available to students via phone, email, or at the library, librarians are available to assist students in obtaining electronic copies of journal articles and borrowing materials from other university libraries. For more information about the library, go to: *http://westliberty.edu/library/*.

Professional Dispositions – As part of the M.A.Ed. Program, professional dispositions are collected and reviewed as all graduate students progress through the program. Professional dispositions are part of the essential qualities of educators: knowledge, skills, and dispositions articulated by the Interstate New Teachers Assessment and Support Consortium (INTASC). Using the Professional Dispositions Form, each student will be expected to complete a self-evaluation and have the form completed electronically by his/her advisor or a faculty member and his/her employer or practicum supervisor during these points in the M.A.Ed. Program:
5. Professional Writing Course EDUC 502 (beginning of program)
6. Assessment Course EDUC 512 (middle of program)
7. Capstone Course EDUC 581 (end of program)
8. Practicum Course (end of program; for M.A.Ed. areas requiring practicum)

Candidates must score "Target" across all domains on the Professional Dispositions form during each period of collection. If a student receives a disposition evaluation of "Developing" or "Unacceptable" in any category on the Professional Disposition Form, the student and the academic advisor and/or practicum supervisor will meet and create a plan of corrective action.

Scholarships – Various scholarships are available through WLU and other entities, for more information about WLU scholarships, go to: *http://westliberty.edu/financial-aid/scholarships-2/* or *http://westliberty.edu/education/academic-programs/scholarships/*.

Statement of Non-Discrimination – West Liberty University prohibits discrimination and is committed to providing equal opportunity and an educational and work environment free from discrimination on the basis of sex, race, color, creed, religion, national origin, ancestry, physical or mental disability, age, sexual orientation, marital or family status, pregnancy, veteran status, service in the uniformed services (as defined in state and federal law), genetic information, gender identity, or gender expression. West Liberty University shall adhere to all applicable state and federal equal opportunity/affirmative action statutes and regulations. The university is dedicated to ensuring access and equal opportunity in its educational programs, related activities, and employment. Retaliation against an individual who has raised claims of illegal discrimination or cooperated with an investigation of such claims is prohibited. Students and employees may bring questions or concerns to the attention of the Chief Human Resources and Title IX Officer, Diana Harto, Shaw Hall, CUB 131, 208 University Drive, West Liberty, West Virginia 26074, 304-336-8029 and 304-336-8440 (fax).

Technology – All M.A.Ed. students are expected to have access to a computer, printer, and the Internet in order to access courses and complete assignments. Many M.A.Ed. courses will require regular access to Sakai, which is the WLU learning management system. The Highlands Center and the WLU Main Campus have secure, wireless networks that are accessible for student use. All students are expected to use the wireless networks, Sakai, and their assigned WLU email in accordance with the WLU Appropriate Use Policy (AUP), which can be found in the WLU Catalog. These offices provide technology support to students, faculty, and staff:
  • Information Technology Services – East Wing Main Hall basement, Main Campus – 304-336-8886
  • Office of E-Learning (for Sakai) – East Wing Main Hall first floor, Main Campus – 304-336-8432

Textbooks – Students can view required textbooks for M.A.Ed. courses as well as order and have books shipped to them through the WLU bookstore website: *www.westliberty.bncollege.com*. Or students may purchase textbooks from any textbook retailer or e-book provider. Ordering textbooks before the course begins is suggested since courses are only eight weeks and shipping may take some time.

Transcripts – Official transcripts of a student's WLU academic record can be ordered through the Registrar's Office at *http://westliberty.edu/registrar/students/transcripts/*. WLU may withhold a student's transcripts if he/she has failed to meet all financial obligations to the institution.

Tuition Payments and Refunds – All registered students will be emailed an invoice to their WLU email account prior to the beginning of each semester and twice monthly for additional activity on a student's account. To access their most up-to-date tuition invoice, students should sign into WINS, go to (1) "Student Services", (2) "Student Accounts & Billing", (3) "Statement and Payment History." Payment plans are available for the fall and spring semesters but not summer terms. Students may pay their bill in person or online through the WLU Business Office: *http://westliberty.edu/business-office/*. Bills not paid by the due date will be assessed a late fee.

WINS Account – All enrolled M.A.Ed. students have an online WINS (West Liberty Information System) account (located at *https://westliberty.edu/WINS*) which allows students to view and verify personal information (addresses, telephone numbers, major, advisor, etc.), access final grades, register for courses, Access billing and financial aid information, and view unofficial transcripts and DegreeWorks. If a student has difficulty accessing their WINS account, they should contact WLU Admissions, Registrar, or Graduate Programs offices. Failure to check WINS accounts will not remove students from responsibility in meeting stated deadlines and procedures.

M.A.Ed. Faculty Responsibilities

While most of this handbook addresses the responsibilities of M.A.Ed. students, this section addresses the responsibilities of M.A.Ed. faculty and their role in supporting students.

All faculty teaching M.A.Ed. courses are responsible for (includes adjunct and overload faculty):
- Incorporating current research into their courses and teaching students to use credible methods for locating current research such as the Elbin library data bases;
- Posting syllabus for each course in course Sakai site;
- Using Sakai for students to submit assignments and record assignment grades;
- Attending Capstone presentations every semester;
- Attending every graduation commencement ceremony;
- Keeping at least 10 office hours per week during designated, posted times;
- Responding to student emails and phone calls within 48 hours;
- Contacting a student after 2 absences and/or 2 missing assignments;
- Completing necessary training to teach online courses and use distance technology;
- Meeting all deadlines including submitting final grades;
- Assigning an Incomplete grade only for extenuating circumstances in which a student provides documented evidence that justifies and Incomplete;
- Gathering data for key assessments in courses they are teaching;
- Meeting with assigned students in assigned track once during EDUC 502 to discuss topic;
- Meeting with assigned students in assigned track and reviewing/approving students' written content at least 4 times for Capstone project (approve topic, literature review, methodology, final paper).

In addition to the above, faculty who coordinate M.A.Ed. tracks are also responsible for:
- Serving as advisor to students in assigned track to support course scheduling and developing a plan for completing degree requirements in a timely manner.

In addition to the above, all faculty who are teaching full-time in the M.A.Ed. Program are also responsible for:
- Conducting research;
- Involving students in their research;
- Actively participating in the collaboration and communication for M.A.Ed. program goals, outcomes, and needed revisions;

- Attending and actively participating in all M.A.Ed. faculty meetings;
- Outreach and engagement in community to support recruitment;
- Attending recruiting events as well as promoting the M.A.Ed. program through available electronic means.

EDUC 502 Key Assessment Rubric

Component/Objective	Target	Developing	Unacceptable
Introduction Objective: a	The topic is clearly introduced and groundwork is laid for direction of the paper	The topic and direction of the paper need to be better developed.	The topic and direction of the paper are unclear.
Problem statement Objectives: b	The problem statement clearly identifies the basic issue or problem to be addressed	The problem statement lacks clarity of the basic issue or problem to be addressed	The problem statement is missing or fails to identify the basic issue or problem to be addressed.
Research questions Objectives: b	Research questions directly relate to the problem statement and literature review.	Relationship between the research questions, problem statement, and literature review need to be better developed.	Research questions are missing or fail to directly relate to the problem statement and literature review.
Background information on the topic Objectives: a, e	Includes in-depth content pertinent to the problem statement without being redundant.	Content needs to be better developed to examine the problem statement.	Sections of content are missing or not pertinent to the problem statement.
Sources accessed through library databases and/or course textbooks Objectives: e CAEP A.1.1: e	Includes appropriate number of reliable, relevant, and unbiased electronic and hard-copy sources.	Additional reliable, relevant, and unbiased electronic and hard-copy sources are needed.	An insufficient number of sources are used and/or the reliability, relevance and bias of the sources used are questionable.
Peer review Objectives: e CAEP A.1.1: d	Encouragement and constructive criticism is clearly developed with justification and explanation	Encouragement and constructive criticism is needs to be better developed and explained.	Encouragement, constructive criticism, and/or justification and explanation are missing.

| Organization and structure
Objectives: a, f | Content is well organized; Demonstrates logical sequencing and structure. | Content lacks organization, logical sequencing, and/or structure. | Organization is weak with no logical sequencing or structure. |
| Grammar, punctuation, APA format
Objectives: a, f | Correct APA format; No errors in grammar or punctuation | Limited errors in APA format, grammar, and/or punctuation | Many errors in APA, grammar, and/or punctuation |

EDUC 507 Key Assessment Rubric

Component/Objective	Target	Developing	Unacceptable
Introduction Objective: a	The topic is clearly introduced and groundwork is laid for direction of the paper.	The topic and direction of the paper needs to be better developed.	Neither implicit nor explicit reference is made to the topic or purpose of the paper.
Problem statement Objective: c	The problem statement clearly identifies the basic issue or problem to be addressed	The problem statement lacks clarity of the basic issue or problem to be addressed.	The problem statement is missing or fails to identify the basic issue or problem to be addressed.
Research questions Objective: c	Research questions directly relate to the problem statement and literature review	Relationship between the research questions, problem statement, and literature review need to be better developed.	Research questions are missing or fail to directly relate to the problem statement and literature review
Research design Objective: b, d CAEP A.1.1: b	The research design clearly describes the type of research being used.	The research design is included but lacks clarity	The research design is missing.
Rationale of study Objective: d	The rationale identifies the audience and clearly explains why the research is important.	The rationale is included but lacks clarity.	The rationale of the study is missing.
Context of study Objective: d CAEP A.1.1: c	Context of the study clearly identifies the characteristics and location of the study.	The context is included but lacks clarity	The context of the study is missing.
Participants Objective: d	The participants are clearly described.	The description of participants lacks clarity.	The description of the participants is missing.
Instrument Objective: e CAEP A.1.1: e	Instrument is clearly developed for intended purpose and supports appropriate applications of technology for the field of	Instrument needs to be further developed to align with intended purpose; Technology is inappropriate for intended purpose.	Instrument is missing and/or technology is not used.

	specialization.		
Procedures Objective: f	The procedures clearly identify the step-by-step research process.	The procedures lack clarity	The procedures are missing.
Peer review Objective: g CAEP A.1.1: d	Encouragement and constructive criticism is clearly developed with justification and explanation.	Encouragement and constructive criticism is needs to be better developed and explained.	Encouragement, constructive criticism, and/or justification and explanation are missing.
Organization and structure Objectives: a, i	Content is well organized; Demonstrates logical sequencing and structure.	Content lacks organization, logical sequencing, and/or structure.	Organization is weak with no logical sequencing or structure.
Grammar, punctuation, APA format Objective: a, i	Correct APA format; No errors in grammar or punctuation	Limited errors in APA format, grammar, and/or punctuation	Many errors in APA, grammar, and/or punctuation

EDUC 512 Key Assessment Rubric

Component/Objective	Target	Developing	Unacceptable
Description of student/ individual Objective: a	Clearly describes student/individual	Description of student/individual needs to be better developed	Description of student/individual is missing.
Description of identified concept/skill Objective: b	Clearly describes concept/skill to be taught	Description of concept/skill needs to be better developed	Description of concept/skill is missing.
Assessment developed & implemented Objective: b, c	Designs and implements appropriate assessment which clearly measures identified concept/skill	Assessment needs to be better developed to adequately measure identified concept/skill	Assessment is inappropriate for identified concept/skill
Research-based, best practice instructional strategy implemented Objective: b	Implements appropriate strategy to teach identified concept/skill; Strategy is supported by documented research and best practices	Strategy lacks documented research and best practices	Strategy is inappropriate for identified concept/skill
Data collected Objective: d CAEP A.1.1: a, e	Correctly uses assessment tool to monitor progress and collect data; Uses appropriate technology to collect data	Collects less data than required; Technology is inappropriately used	Data is incorrectly collected or missing; Technology is missing
Decisions based on data analysis Objective: e CAEP A.1.1: a, c, e	Uses technology to create appropriate graphs for data analysis; Correctly analyzes data and clearly	Graph is inappropriate for specific data analysis; Data analysis and decisions need to be better	Missing graph; Incorrect analysis of data and/or inappropriate decisions

		developed	
Organization and structure Objectives: f	Content is well organized; Demonstrates logical sequencing and structure.	Content lacks organization, logical sequencing, and/or structure	Organization is weak with no logical sequencing or structure.
Grammar, punctuation, APA format Objective: f	Correct APA format; No errors in grammar or punctuation	Limited errors in APA format, grammar, and/or punctuation	Many errors in APA, grammar, and/or punctuation

EDUC 581 Key Assessment Rubric

Component/Objective	Target	Developing	Unacceptable
Introduction Objective: a	The topic is clearly introduced and groundwork is laid for direction of the paper.	The topic and direction of the paper needs to be better developed	Neither implicit nor explicit reference is made to the topic or purpose of the paper.
Problem statement Objective: b	The problem statement clearly identifies the basic issue or problem to be addressed.	The problem statement lacks clarity of the basic issue or problem to be addressed.	The problem statement is missing or fails to identify the basic issue or problem to be addressed.
Research questions Objective: b	Research questions directly relate to the problem statement and literature review.	Relationship between the research questions, problem statement, and literature review need to be better developed.	Research questions are missing or fail to directly relate to the problem statement and literature review.
Literature review Objectives: a, d	Includes in-depth content pertinent to the problem statement without being redundant.	Content needs to be better developed to examine the problem statement.	Sections of content are missing or not pertinent to the problem statement.
Sources accessed through library databases and/or course textbooks Objectives: d CAEP A.1.1: e	Includes appropriate number of reliable, relevant, and unbiased electronic and hard-copy sources.	Additional reliable, relevant, and unbiased electronic and hard-copy sources are needed.	An insufficient number of sources are used and/or the reliability, relevance and bias of the sources used are questionable.

Research design Objective: c CAEP A.1.1: b	The research design clearly describes the type of research being used.	The research design is included but lacks clarity.	The research design is missing.
Rationale of study Objective: b, c CAEP A.1.1: b	The rationale identifies the audience and clearly explains why the research is important.	The rationale is included but lacks clarity	The rationale of the study is missing.
Context of study Objective: c CAEP A.1.1: c	Context of the study clearly identifies the characteristics and location of the study	The context is included but lacks clarity	The context of the study is missing.
Participants Objective: c	The participants are clearly described.	The description of participants lacks clarity.	The description of the participants is missing.
Instrument Objective: e CAEP A.1.1: e	Instrument is clearly developed for intended purpose and supports appropriate applications of technology for the field of specialization.	Instrument needs to be further developed to align with intended purpose; Technology is inappropriate for intended purpose	Instrument is missing and/or technology is not used.

Component/Objective	Target	Developing	Unacceptable
Procedures Objective: c	The procedures clearly identify the step-by-step research process.	The procedures lack clarity.	The procedures are missing.
Data collected Objective: e CAEP A.1.1: a, e	Correctly uses instrument tool to monitor progress and collect data; Uses appropriate technology to collect data	Collects less data than required; Technology is inappropriately used	Data is incorrectly collected or missing; Technology is missing
Decisions based on data analysis Objective: f CAEP A.1.1: a, c, e	Uses technology to create appropriate graphs for data analysis; Correctly analyzes data and clearly describes decisions based on data analysis	Graph is inappropriate for specific data analysis; Data analysis and decisions need to be better developed	Missing graph; Incorrect analysis of data and/or inappropriate decisions
Peer review Objective: d CAEP A.1.1: d	Encouragement and constructive criticism is clearly developed with justification and explanation.	Encouragement and constructive criticism is needs to be better developed and explained.	Encouragement, constructive criticism, and/or justification and explanation are missing.
Organization and structure Objectives: g	Content is well organized; Demonstrates logical sequencing and structure.	Content lacks organization, logical sequencing, and/or structure.	Organization is weak with no logical sequencing or structure
Grammar, punctuation, APA format	Correct APA format; No errors in grammar or	Limited errors in APA format, grammar, and/or	Many errors in APA, grammar, and/or

Objective: g	punctuation	punctuation	punctuation
Oral presentation Objective: g CAEP A.1.1: d, f	Thoroughly covers the project's content and demonstrates the application of ethical standards relevant to the project	Minimally covers the project's content and minimally demonstrates the application of ethical standards relevant to the project	Inadequately covers the project's content and does not demonstrate the application of ethical standards relevant to the project