WV PRE-LICENSE SALESPERSON COURSE SYLLABUS

INSTRUCTOR AND FACULTY CONTACT INFORMATION:

COURSE INSTRUCTOR: BILLY ZWIENER: 304-282-9611

EMAIL CONTACT: BILLY@SPRUCESCHOOL.COM

TECH SUPPORT: TECH@SPRUCESCHOOL.COM

OFFICE PHONE- 304-744-1286

MAILING ADDRESS: 5000 GREENBAG ROAD, SPACE D-18, MORGANTOWN, WV 26501

YOUR REQUIRED COMPLETION OF TASKS AND ASSIGNMENTS ARE LISTED HERE:

Each unit's content is broken down into 4 activities (One unit will include 5 activities and is outlined below. All of this is gone over in detail in the courses orientation which will be the first thing you do in the course).

1) The first is an interactive lecture which needs viewed and interacted with to proceed to the full viewing end. Upon completion of viewing the lecture content a password will be printed in the lecture ending which will allow you to take the quiz associated with that unit content. Make note there is no fast forward in the lecture material and there is no way to leave it playing unattended. You must interact with the material in order to keep it playing and your time spent here is tracked and monitored. Without viewing the content in full you have no way of taking the quiz and thus no way of moving along further. Make sure you write down the password provided at the end of the content. Upon completion of this you will see a check mark in your timeline.

2) The second activity is a related to the content you just viewed and interacted with. The quiz is given using a "Mastery Based Learning Method" in which you will need to score at least a 70% to proceed to the next section. If you would not get the required 70% grade you simply need to retake the section questions until you master the content well enough to achieve the required grade to move on. These question banks are randomized so that you will not receive the same exact question format each time you retake it. Upon completion of this you will see a check mark in your timeline.

3) The third activity is an Internet Scavenger Hunt. To those of you not familiar with this engaging method of learning the activity will generate a random term from the course content that you will need to research an alternative source to define it and report those findings within it. This is as simple as doing a google search and reporting your new-found expertise on the terms content. You'll be surprised to what you can retain by actively investigating a term and finding an alternative voice on its meaning. Upon completion of this you will see a check mark in your timeline.

4) The fourth activity is labeled "Unit Terms" and is a highly interactive drag and drop terms activity in which I will provide instant feedback on why a term has been matched appropriately or not. Terminology is HUGE in this content and you can learn from both getting it right and wrong, as I am there explaining and guiding you for every possible outcome. Upon completion of this you will see a check mark in your timeline.

5) There is also a forum requirement that makes a 5th element to be added to Unit 8. In Unit 8's activities this required forum entry is accessed by clicking the "Found a broker, Let's hear about it". In this forum you will be required to post one discussion regarding your experience finding a broker to sponsor you. This is placed in Unit 8 because it is good to start looking for a broker to sponsor you at this point (which is a required element of testing for the state exam). If you have questions on how to do this feel free to call or email. Again, as above, upon completion of this you will see a check mark in your timeline.

All the above activities are done utilizing a mastery-based learning objective. You cannot move along within the course without completing all the elements and passing with a 70% or better. This course is

not designed to make you fail. You can retake anything needed as much as needed to pass, but you will master each chapter/unit's content before moving further along. When you have completed all the elements of each unit you will be awarded a badge and thus know your standing of excellence in that content area and know that you have accomplished the necessary greatness required for mastering that section. You will see this badge proudly displayed in the top right-hand corner of your screen.

BROADCAST SCHEDULES:

All *required* interactive lectures are available at the learner's convenience any time through the academic portal at https://spruceschoolofrealestate.com and provided through streaming media. If the learner feels it is needed, there will also be a live meeting conference held weekly on Thursday afternoons from @ 12PM- 2PM. This is ONLY for anyone who wishes to participate (attendance is *NOT* required for this live session as this is above and beyond the hourly requirement of the course. The reason for this live meeting is to go over any difficulties the learner might be having within the course in a more active way) The learner can see the ability to join this meeting room on the left-hand toolbar of the academic timeline labeled "Meeting Room". If you cannot find this, please reference the orientation at the top of your academic timeline or call the main office. An instructor can also be reached from 9 am – 9pm via chatroom Monday through Friday.

STUDENT MATERIALS REQUIRED:

All you need to access this course is what you are using right now to read this course syllabus (a computer and high-speed internet connection). There are no special materials required for you to purchase above and beyond the course cost of enrollment.

TESTING INFORMATION:

The course has a cumulative final exam consisting of a total of 250 questions which is taken at the end of the course. It consists of four sections (Principles and Practice, Real Estate Law, Financing in Real Estate, and Appraisal). The learner will need to score at least 70% in *each* of the four sections to pass the course as is required by state law. In the event you don't score a 70% on the cumulative test on your first attempt you can re-attempt the exam, separated by 12 hours of time between each attempt. Once a passing grade of 70% is accomplished in each section of the final exam the learner will receive a completion transcript for the course. This completion transcript is required for the salesperson application paperwork which then gets submitted to the WVREC. After approval by the West Virginia Real Estate Commission the learner will gain a seating assignment for the real estate licensing exam. PSI is the testing center that handles the actual licensing exam and is an entity not related to this course. This course provides the pre-requisite testing which is approved and mandated by the West Virginia Real Estate Commission to apply for PSI testing. It is a multiple step process to gain a real estate license and this course provides the first required step.

CUMULATIVE FINAL EXAM

GRADING INFORMATION:

WV state law governs that each applicant (learner) must score 70% or higher in each subject area: There is a 4 part final exam covering the subject matter of Real Estate Principles and Practice, Real Estate Law, Real Estate Finance, and Real Estate Appraisal and is outlined above in more detail labeled "Testing Information". It is also covered in the orientation of the course.

LIBRARY AND RESOURCE INFORMATION:

SPRUCE SCHOOL OF REAL ESTATE WILL MAIL YOU A PHYSICAL COPY OF THE TEXBOOK. THE STUDY GUIDES ARE DOWNLOADED FROM YOUR ACADEMIC TIMELINE, SO THE LEARNER CAN START IMMEDIATELY. IT IS ALSO NOTEWORTHY THAT THESE ARE NOT NECCESARY AND ARE CONSIDERED "COMPANION" GUIDES TO GIVE YOU ALTERNATE VIEWS OF THE CONTENT. IF YOU SO CHOOSE, EVERYTHING YOU NEED IS ONLINE:

(MAILED) Modern Real Estate Practice by Galaty, Allaway, & Kyle (20th Edition)

(DOWNLOADED) Spruce School of Real Estate's "Grey Book" (DOWNLOADED) Spruce School of Real Estate's "White Book- Helpful Tips and Math Study Guide"

(DOWNLOADED) Spruce School of Real Estate's "Red Book- WV Real Estate License Law"(This can also be found published here https://rec.wv.gov/Law/Documents/New%20Law%20Book%20-%20Final.pdf **which is from the source WVREC)**

DEADLINES:

All section assignments can be done at your own pace with no deadline so long as they are completed within 12 months of enrollment. After 12 months your enrollment either needs extended (with a fee) or is terminated.

ENROLLMENT:

Enrollment can be done anytime by contacting Spruce School of Real Estate directly at (304)744-1286 to make payment.

FEE'S AND REFUNDS:

The course cost is a flat fee of $550. This includes shipping of the textbook and associated sales tax. We are proud to say we have no otherwise hidden fees related to us as far as providing the course to the learner. We take all precautions with backup and maintenance of course delivery but in the unlikely event that equipment failure on our end would cause a delay in course delivery your course enrollment would be extended to 12 months plus any down time we were at fault for. An in-depth breakdown of refund prorations are posted at https://sprucerealestateschool.com/enrollmentcontract.pdf

MAILING POLICIES:

The companion text will be mailed via USPS, with confirmation, within one business day of course enrollment.

TECHNOLOGY SUPPORT SERVICES AVAILABLE TO STUDENTS:

Enrolled students can receive technical support by:

email: tech@spruceschool.com

phone: (304) 744-1286 (9:00 am to 5:00 pm) EST Monday - Friday

COMPLETION AND ASSIGNMENT TIMELINES:

Students will need to complete the course and required assignments within 12 months of enrollment date. After 12 months the account will be terminated/locked. Extensions are granted with a fee for reinstatement to offset the hosting costs of the account. Extensions are $200 for 6 months and need called in to the main office at 304-744-1286.

PREREQUISITES FOR TAKING THE COURSE ARE:

You must be a high school graduate or have the equivalent of a GED.

ADA INFORMATION

AT SPRUCE SCHOOL OF REAL ESTATE, WE TAKE DISABILITY ISSUES SERIOUSLY. WE ALSO WANT *ALL* OUR LEARNERS TO HAVE A GREAT LEARNING EXPERIENCE. PART OF OUR FOCUS WITH COURSE DESIGN IS KEEPING IN MIND STUDENTS WITH DISABILITIES, WHETHER THEY ARE VISION-IMPAIRED, HEARING-IMPAIRED, OR HAVE COGNITIVE DISABILITIES SUCH AS ADHD. DESIGNING TO IMPROVE ACCESSIBILITY FOR THOSE STUDENTS ACTUALLY IMPROVES USABILITY FOR ALL STUDENTS IN ONLINE COURSES. HERE ARE THREE APPROACHES WE USE TO ENSURE OUR ONLINE COURSES ARE ACCESSIBLE.

1. WE CONDUCT ACCESSIBILITY TESTING

Our video player meets Level AA of the Web Content Accessibility Guidelines (WCAG) 2.0 which can be found here http://www.w3.org/TR/WCAG20/ . There are also keyboard shortcuts for controlling the video player we utilize, and it has compatibility with screen readers. We test all the course elements with a screen reader called **JAWS** (Job Access with Speech). A **screen reader** is software that enables a computer to read the text on a webpage aloud. JAWS screen reader is favored by people who are blind and is therefore an excellent tool for accessibility testing. If our content works with JAWS, that's a good sign it will work well for all students, because the design principles that make web content work for screen reader users are good practice for all types of learners.

For example, screen reader users navigate by page headings, so we "chunk" our content with headings and subheadings. This not only makes the page navigable for those who can't see, but it makes it scannable for sighted students and more searchable for everyone. The LMS I base my class off is actually readable by two different screen readers, JAWS and NVDA but I primarily test on JAWS. To use JAWS the learner should use JAWS (version 15 or higher) and the latest version of Microsoft Internet Explorer. For the learner to use NVDA they should use the minimum version of 2014.1 and the latest version of firefox.

2. WE FOLLOW BEST PRACTICES WITH ACCESSIBILITY

Designing courses accessibly from the beginning means that all our students, whether they need accommodations or not, have a better experience; if accommodations are needed, very little extra work goes into providing those, allowing us to make the content accessible quickly.

Anytime a course includes a video, we proactively include transcripts, which are accessible for screen reader users, work at low bandwidths, are printable, and are preferred by some students who would rather read the content than watch a video. Providing the content in multiple formats accommodates students with disabilities, students on various devices and platforms, and students with varying learning preferences. Everyone benefits!

I'm also prepared to offer multiple formats for diagrams or charts. Diagrams or charts may have a text description, or the information may also be represented by a table, or a series of lists — whatever communicates the concepts most effectively. If I enroll a visually impaired student and a portion of the course content includes a presentation with charts I would also display the info as a table for that learner. The table is accessible to assistive technology, whereas the chart is not.

I not only practice these approaches, but I teach the Spruce staff about them. When I am putting together presentations for my course and designing it on the development end I want to ensure it is using accessible course design and universal design principles. My goal is to create learning experiences that work for the widest number of learners possible to lessen the need for accommodations.

3. WE PROVIDE ACCOMMODATIONS FOR LEARNERS WITH DISABILITIES

While I do as much as I can to make my course content work for everyone, there is still a need for disability accommodations for some students. When a student with a vision, hearing, or other sensory impairment enrolls in my class, Dan Zwiener who enrolls the learners and is informed of anyone who points out their issue, struggle, or concern notifies me.

I can then receive this information, review the course, looking at course content, materials, and the technologies to identify any potential barriers for the learner, and complete any necessary remediation work. This work can include adding text descriptions to complex images, or providing the information in a more accessible format, such as converting a Word document to an HTML webpage.

For example, in this event I could provide the textbook and readings in an accessible format. Sometimes that means using different software, such as Kurzweil 3000, which magnifies textbooks:

THE FUTURE OF ACCESSIBILITY

Technology is always evolving, so our course creation process keeps improving to provide all our learners with better and better learning experiences. While there will always be some need for learners with disabilities to receive

accommodations, I am hopeful that technology vendors, instructors, and instructional designers will embrace the values in universal design to create products that will work for the widest number of people possible, lessening the need for special accommodations.

ABOUT YOUR INSTRUCTOR

Billy Zwiener is a graduate of West Virginia University and holds approval to instruct in the state of West Virginia by the West Virginia Real Estate Commission and ARELLO®, holding a CDEI™ designation and approval to be a certified distance education instructor in real estate education. He is a licensed real estate salesperson in the state of West Virginia and carries the GRI® designation from the Graduate REALTOR® Institute. He has previously held the office of the "Director of Technology" for the Morgantown Board of REALTORS®. Billy has been teaching a variety of classes for over 20 years, ranging in topic from computer skills to real state licensing concepts. Over the past 15 years, Spruce School of Real Estate has been his most active role, allowing him to exhibit expertise in the subject matter and content, all the while helping countless learners achieve their goal of passing the state of WV's real estate licensing exam.