



## WV Pre-License Sales 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 MAILING ADDRESS:

1569 NOTTINGHAM RD. CHARLESTON, WV 25314

### YOUR REQUIRED COMPLETION OF TASKS AND ASSIGNMENTS ARE LISTED HERE:

Each unit's content is broken down into 4 activities (\*One unit, (Unit 9) will include 5 activities and this exception is outlined below).

- 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 have to 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 75% to proceed to the next section. In the event that you would not get the required 75% 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 5<sup>th</sup> element to be added to Unit 9. In Unit 9'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 9 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 of the above activities are done utilizing a mastery based learning objective. You cannot move along the course without completing all the elements and passing with a 75% 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/units 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:**

I will host a live meeting conference weekly on Thursday nights @ 7PM to go over everyone's course progress and any difficulties anyone is having with the course. I can also be scheduled off this time by apt if that is helpful. You can see how to join this meeting room on your left hand toolbar with the label "Omnijoin". If you cannot find this, please reference the orientation at the top of the screen or call the main office. I 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. There are no special materials required for you to purchase above and beyond the course cost of enrollment.

#### **TESTING INFORMATION:**

A cumulative final exam consisting of a total of 250 questions is timed for three hours and 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). All four sections need to be taken in one sit down session. You will need to score at least 75% in **each** of the four sections to pass the course as is required by state law. In the event you don't score a 75% on our cumulative test on your first attempt you will have two more attempts separated by 12 hours between each attempt to achieve a grade better than 75% so that you can achieve your goal and gain your seating assignment at the state test.

#### **CUMULATIVE FINAL EXAM**

#### **GRADING INFORMATION:**

Throughout the course your highest grade will be recorded from the section questions. WV state law governs the grading scale as follows:

**A = 95% - 100%**

**B = 85% - 94%**

**C = 75% - 84%**

**D = 65% - 74%**

**F = 0% - 64%**

#### **LIBRARY AND RESOURCE INFORMATION:**

SPRUCE SCHOOL OF REAL ESTATE WILL MAIL YOU PHYSICAL COPIES OF THE FOLLOWING TO ACCOMPANY THE COURSE. THEY ARE NOT NECCESARY AND ARE CONSIDERED "COMPANION" GUIDES. EVERYTHING YOU NEED IS ONLINE:

**Modern Real Estate Practice by Galaty, Allaway, & Kyle (19th Edition)**

**Spruce School of Real Estate's "Grey Book" (Study Guide- this is also published within your course in the "section questions")**

**Spruce School of Real Estate's "White Book- Helpful Tips"**

**Spruce School of Real Estate's "Red Book- WV Real Estate License Law"(This can also be found published here <http://www.wvrec.org/Law.pdf>)**

#### **DEADLINES:**

All sections assignments can be done at your own pace with no deadline as long as they are completed within 12 months of enrollment.

#### **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:**

Once enrolled there are no refunds for the course. 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.

Course Fee is \$550.00

#### **MAILING POLICIES:**

The companion text and Spruce study guides will be mailed via USPS with confirmation the same business day of course enrollment.

#### **TECHNOLOGY SUPPORT SERVICES AVAILABLE TO STUDENTS:**

**Enrolled students can receive technical support by:**

**email:** tech@spruceschool.com

**phone:** (304) 282-9611 (11:00 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

#### **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 STUDENTS 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. AND 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.

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#### **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 scan able 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.

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## 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.

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## 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:

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## THE FUTURE OF ACCESSIBILITY

Technology is always evolving, so our course creation process keeps improving to provide all of 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.