

The seal of Ohio Valley University is a circular emblem. At the top, it reads "OHIO VALLEY UNIV". In the center, there is a shield divided into four quadrants. The top-left quadrant contains the letter "A", the top-right contains a globe, the bottom-left contains an open book, and the bottom-right contains the Greek letter "Ω". Above the shield is a torch with a flame. Below the shield is a laurel wreath. At the bottom of the seal, it reads "VIENNA, WEST VIRGINIA".

2018-19 OVU ACADEMIC CATALOG

**GRADUATE SCHOOL OF  
LEARNING AND LEADING**

Ohio Valley University is approved by the Higher Learning Commission to offer graduate programs in education. Currently, the school offers an online 36-hour Master of Education degree in Curriculum and Instruction.

This Master of Education program is designed for certified teachers and individuals working with professional development or continuing education to expand their skills and build capacity in their professions. It does not lead to teacher certification and it does not require a thesis. Participants will collaborate with working professionals and demonstrate their learning through an individualized capstone project.

Nine hours of graduate courses is considered a full-time load; to qualify for federal financial aid, a student must be enrolled for at least six credit hours. Graduate students, including graduate assistants, may not enroll in more than nine credit hours per semester; however, a student with a special need to take one additional course may appeal to do so to the Graduate Council.

Details on scheduling, logistics, and program organization are available from the Graduate School of Learning and Leading. Policies affecting students in graduate education programs are available from the Graduate Education Handbook. Academic policies described in the Academic Policies section of this catalog apply to the Graduate School of Learning and Leading unless they are superseded by policies in this section of the catalog or by policies described in the Graduate Education Handbook.

## ADMISSION REQUIREMENTS

For admission to the M.Ed. program, applicants must have completed a bachelor's degree from a regionally accredited college or university with a grade point average of at least 2.5. Materials required for admission include official copies of the applicant's undergraduate transcripts, two letters of reference that address the applicant's capacity to complete the program effectively, an essay of one to two pages describing the applicant's philosophy of teaching, and a \$30 application fee. A prospective international student whose native language is not English will need, also, to submit either an official TOEFL or IELTS score; the score must be less than two years old before admission. The minimum TOEFL score accepted for admission is 550 on the Paper-based test or 79 on the Internet-based test. The minimum IELTS score accepted for admission is 6.5 More details concerning the admission process are available from the Graduate School of Learning and Leading.

## TRANSFER CREDIT

A student may transfer up to nine credit hours into the program with the permission of the school chair, if the prior coursework matches program requirements, if the student earned a grade of at least a *B* in each course being transferred, and if the course was completed fewer than seven years before the time of first enrollment. An official transcript must be provided. The grade from the transferred course will not affect the student's Ohio Valley University GPA.

## COURSE LOAD

A student may join the program at the beginning of any term: fall, spring, or summer. Each semester begins a new cohort of students. By taking two courses each semester, the requirements for this program can be met in six continuous semesters (e.g., fall, spring, summer, fall, spring, summer).

A student may enroll in up to three courses in each term (fall, spring, or summer). To enroll in one additional course, a student may file a written request with the provost. During the semester in which a student enrolls in Research in Instructional Design (EDUC 645), a student may take no more than three courses.

## SATISFACTORY ACADEMIC PROGRESS

A student enrolled in the Graduate School of Learning and Leading must meet the requirements of the Satisfactory Academic Progress policy explained above in the Academic Policies section of the catalog. Additionally, students in the Graduate School of Learning and Leading will remain in good standing by earning grades of *A* or *B* with a *C* in no more than two courses.

## TUITION, FEES, AND PAYMENTS

Tuition and fees are due at the beginning of each program term. Tuition is \$415 per credit hour. Students are responsible for purchasing materials required for each course. The graduation fee is \$125.

Students may adjust their schedule through the drop-add period; students who withdraw from a course after that period ends are charged full tuition for the course. Policies about withdrawals from courses or from the university may be found on page 230.

A variety of payment options are available. Details are available from the section “Terms of Payment” in the Finance section of the catalog above.

## COURSEWORK REQUIREMENTS

The Master of Education in Curriculum and Instruction requires 36 credit hours of coursework. Each of the following courses is required (course descriptions can be found below):

EDUC 515	Current Issues in Education (3 credit hours)
EDUC 520	Advanced Educational Psychology (3 credit hours)
EDUC 530	Educational Research (3 credit hours)
EDUC 533	Child and Adolescent Learning (3 credit hours)
EDUC 605	The Teacher Leader (3 credit hours)
EDUC 610	Implementing Instructional Strategies (3 credit hours)
EDUC 620	Curriculum Design and Development (3 credit hours)
EDUC 625	Graphic Communications and Educational Technology (3 credit hours)
EDUC 630	Improving and Teaching Thinking (3 credit hours)

EDUC 635	Educational Assessment (3 credit hours)
EDUC 640	Creating an Effective Learning Environment (3 credit hours)
EDUC 645	Research in Instructional Design (3 credit hours)

## GRADUATION REQUIREMENTS

To earn a Master of Education, students must fulfill all of the following requirements:

- 1) Complete the 36 credit hours of required coursework.
- 2) Earn a grade of a *B* (or higher) in all but two of the required courses; in the one or two courses in which a *B* (or higher) is not earned, the student must earn a *C*. No single course may be repeated more than once to raise the student's grade.
- 3) Earn a 3.0 cumulative GPA. *Note: If a C is earned in a class, then an A must be earned in another class to maintain a 3.0 GPA.*
- 4) Complete the degree within seven years of first enrollment.
- 5) Follow all policies and requirements laid out in the Graduate Education Handbook.

## GRADE APPEAL PROCEDURES

If a student believes that a final grade is unjust, the student may appeal for the grade to be reviewed. (If the student is objecting to the final grade because he or she has been accused of academic dishonesty, then the appeal procedure described in the Academic Policies section of the catalog under "Academic Integrity" should be followed.) The student should first present a formal written appeal and discuss it with the instructor. The formal written appeal should explain the reasons for the appeal; copies should be sent to the chair of the Graduate School of Learning and Leading as well as to the dean of the College of Education. This written appeal must be submitted no more than seven calendar days after classes begin in the next term (fall, spring, or summer session). After meeting with the student, the instructor may take up to three business days to deliberate the appeal and communicate the decision to the student in writing. If the matter is not resolved after consultation with the teacher, the student may appeal in writing to the provost. If the provost is the faculty member involved, the chair of the Graduate School of Learning and Leading will receive the appeal. This appeal must be made within seven calendar days after the teacher's response to the first appeal.

Within three business days, the provost will convene an ad hoc Grade Appeal Committee consisting of three faculty members, one student, and one administrator. (The teacher and student may refuse any two of the appointees, after which they must accept whoever is appointed.) Within seven calendar days of their appointment, this Grade Appeal Committee will meet with the parties concerned to hear testimony from the student, teacher, and any witnesses. (It is permissible for the meeting to occur over the telephone or through other electronic means.) Both the student and the faculty member may call witnesses; however, neither students nor faculty members may bring legal counsel or other advisors to this hearing. All hearings will be taped for the record.

The Grade Appeal Committee's decision will be final and will be communicated officially to the student, the teacher, and the registrar's office within one business day after the conclusion of the meeting. The committee's decision is final; since both the student and the faculty member have had

opportunity to testify before the committee, neither may appeal this decision unless they can demonstrate in writing to the president that improper procedures were followed by the Grade Appeal Committee.

## GRADUATE SCHOOL OF LEARNING AND LEADING COURSE DESCRIPTIONS

**EDUC 515 Current Issues in Education** (3 credits). This course investigates current authors and topics in education. Students will identify and explore the current issues that are of importance to them and then share their thoughts through forums and presentations (e.g., PowerPoint, Prezi, or papers).

**EDUC 520 Advanced Educational Psychology** (3 credits). This course oversees several theoretical approaches to effective instruction and learning, namely, behavioral, cognitive, and developmental theories. Course content focuses on the various theoretical approaches in a way that enables learners to understand similarities and differences between them.

**EDUC 530 Educational Research** (3 credits). This is a survey course that addresses action research design and research methodologies in education.

**EDUC 533 Child and Adolescent Learning** (3 credits). This course examines the characteristics of children's development and ways in which these developmental passages impact the student's ability to learn and grow. Emphasis is placed on the impact of various factors as they relate to student learning and achievement.

**EDUC 592-95 Education Special Topics** (1-6 credits). A course focused on a specific topic not ordinarily part of the OVU curriculum.

**EDUC 605 The Teacher Leader** (3 credits). Not only must the teacher of today enhance and improve student learning and achievement, but in many cases step into the role of teacher leader. In order to influence school culture, build and maintain successful teams and help equip potential teacher leaders, the teacher of today must develop additional skills and attitudes to help find ways to create a positive climate and a sense of community.

**EDUC 610 Implementing Instructional Strategies** (3 credits). This course focuses on the advanced development of skills related to the teaching/learning process. Students construct knowledge of educational psychology and apply this knowledge to pedagogy.

**EDUC 620 Curriculum Design and Development** (3 credits). This course addresses foundations of curriculum theory, design, development, teaching, and learning. A primary model is *Understanding by Design*.

**EDUC 625 Graphic Communications and Educational Technology** (3 credits). This course applies research findings and design criteria to graphic communication design for text materials and interface design for computer-based materials. Course content will emphasize techniques for preparation of a variety of materials employing text and graphics using computer graphics, desktop publishing, and multimedia authoring programs.

**EDUC 630 Improving and Teaching Thinking** (3 credits). This course addresses a framework for engaging students in active, critical thinking in content area subjects in the regular classroom. Because we live in a global society, it is imperative that students learn to base their thinking on reasoned judgment and elements of critical thinking. The course will place a strong emphasis on moral and ethical decision-making.

**EDUC 635 Educational Assessment** (3 credits). This course is designed to promote understanding of the impact of assessment in education and the role the teacher plays in assessment. Educators will learn to identify, develop, and use various assessment strategies effectively. Key aspects of the course include evaluating student performance and progress and for making sound, data driven, educational decisions. This course is a pre-requisite or co-requisite for the capstone course EDUC 645.

**EDUC 640 Creating an Effective Learning Environment** (3 credits). Students explore and investigate current practices and strategies for promoting meaningful learning for all members of the school community. Emphasis is on factors and conditions that enhance learning within the school's circle of influence, including differentiated instruction, response to intervention, and technology for learning.

**EDUC 645 Research in Instructional Design** (3 credits). This course applies teaching and learning theory as the foundation for developing engaging instruction. It pulls together theory, concepts, and strategies to provide a broad understanding of the fundamentals of learning from the conceptual stage to the development and delivery stages. The study will focus on knowledge and skills necessary to create effective courses, training programs, and other types of instructional designs.

**EDUC 692-95 Education Special Topics** (1-6 credits). A course focused on a specific topic not ordinarily part of the OVU curriculum.