

Master of Arts in Education



Graduate Handbook
2023-2024

Master of Arts in Education
Candidate Handbook
Wittenberg University

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Wittenberg University

Wittenberg University is a nationally recognized college for the liberal arts and sciences affiliated with the Evangelical Lutheran Church of America. Its long-standing commitment to the liberal arts tradition includes a whole-hearted commitment to teacher education and to community involvement. Wittenberg has a distinguished faculty of 120 full-time members. The Education Department includes 8 full-time faculty with expertise in special education, math, and science education, literacy, curriculum and instruction, ethics and philosophy and educational leadership. Situated the edge of Springfield, Ohio, in close proximity to Dayton and Columbus, Wittenberg allows for many educators and youth advocates to take part in degree programs, licensure endorsements and professional development courses and activities.

Wittenberg teaches moral responsibility, social consciousness, vocational commitment, and constructive social change as the foundations of citizenship in the world's human community and in each person's particular society. The University emphasizes learning that prepares its candidates for the many occupations and professions necessary for society's well being.

Mission Statement Wittenberg University

Wittenberg University does not discriminate on the basis of sex, race, color, religion, national origin, sexual orientation, handicap, age, or veteran status in its educational programs and activities, admission, recruitment, housing, counseling, financial aid, access to courses, employment, health and insurance benefits, athletics, and marital and parental status as required by Title IX of the Education Amendments of 1971, Title VI and VIII of the Civil right Act of 1964, Sections 503 and 504 of the Rehabilitation Act of 1973, and Executive Order 11246 and all its amendments. The Business Office and Student Development are responsible for the Title IX institutional compliance and should be contacted if students have questions or wish to file a complaint.

The Master of Arts in Education

Wittenberg's Master's program serves current practitioners by addressing the issues of teaching in challenging and rapidly changing environments. Our program combines teacher-directed investigations of best practices with opportunities for deepened content knowledge. It connects teacher education to liberal learning by strengthening capacities for reflection, systemic inquiry, and collaboration. The theme for the Master of Arts degree is "Leaders for Constructive Social Change." We are committed to helping teachers, administrators and other youth service workers and advocates do a better job in their classrooms, in their schools, and in their communities. We believe that as an important part of democratic citizenship and service, it is a professional responsibility to share what one knows and discovers with students and colleagues.

Graduate Program Outcomes

Candidates in the Graduate Program will:

1. Identify and explain current developments in their fields and offer potential opportunities for improvement.
2. Candidates demonstrate leadership skills and the ability to lead complex organizations.
3. Develop and implement professional activities that will further the goals of the institution. (i.e. professional development, staff meetings, etc.)
4. Identify and analyze research and develop action plans to implement findings in order to contribute new ideas and perspectives to the organization.
5. Form collaborative networks for problem solving.
6. Recognize, support, and advocate for diverse voices engaging in organizational decisions.
7. Ensure equitable treatment and inclusion is a priority and maintained as an ongoing practice within the institution.
8. Effectively support and utilize the use of technology within the field.
9. Demonstrate professional ethics that recognize, address and challenge social problems that negatively impact success of the organization.

Time and Place

The majority of the graduate level classes, seminars, and conferences will take place remotely or as hybrid. Wittenberg follows a semester calendar. Candidates can take classes during those semesters and in a summer semester that extends generally from the middle of May through the end of July. The Education Department makes efforts to hold graduate classes at times conducive to the needs of practicing educators. Particular class times will vary and are available through the Education Department on Wittenberg's campus or online at <https://www.wittenberg.edu/academics/masters-education>.

Admission Requirements

Admission to the Master of Arts in Education program is selective. To be considered for admission, the candidate must:

1. Have completed a teacher education program, or related program, from an institution accredited at least at the state and regional level,
2. Have attained a baccalaureate cumulative grade point average of 3.0 or higher on a 4-point scale,
3. Have completed one year of teaching or other relevant professional work,
4. Submit three references from qualified professionals,
5. Complete an application process that includes a personal interview and a written essay.

Acceptance to the degree program is dependent upon these criteria. Admission to the degree program is usually granted before coursework begins. Previous coursework can be applied with approval by the Director of Graduate Studies. Prospective students who do not meet these criteria and are interested in the Master of Arts in Education program should contact the Director of Graduate Studies to explore conditional admission to the program and submit a petition that will be reviewed by the Graduate Program Committee.

Transfer Policy

Credits transferred for application toward the Master of Arts in Education degree are subject to the following conditions:

1. No more than six (6) semester hours of graduate transfer credit may be applied to a Wittenberg degree. (Two [2] courses equivalent up to 8 semester hours) All transfer credits must have the approval of the Director of Graduate Studies.
2. Credits to be transferred must be equivalent to Wittenberg University graduate course or as appropriate electives. The credits being transferred are at the discretion of the Director of Graduate Studies.
3. Credits to be transferred must not have been used to fulfill requirements for an undergraduate degree.
4. The granting institution must be fully accredited for graduate studies.
5. To be acceptable for transfer from an institution other than Wittenberg University, grades for credits earned must be either “A” or “B”. They must have been earned within a 6-year period immediately preceding the candidate’s entry into the Master of Arts degree program at Wittenberg.
6. Wittenberg University courses using a satisfactory/failing grading system must be approved by the Director of Graduate Studies in Education if they are to count toward a degree. No more than four credit hours of such courses can apply for degree completion.

Enrollment as a Non-Degree Student

Candidates are required to register each term by contacting the Admissions department at 937-327-6373 or by emailing admissions@wittenberg.edu. To receive graduate credit, candidates must have at least a baccalaureate degree from an approved college or university.

Non-degree students are eligible to enroll in graduate courses based on availability.

Course Registration

Degree seeking students may register on-line through Self-Service during open registration each semester. Students will need to register using the on-line system and will be alerted to the open registration week by the graduate program advisor.

Late registrations must be conducted electronically by the given course instructor. It is the student's responsibility to contact the instructor and request to be added to a course. No late registrations are accepted after the first week of each semester.

Withdrawal from a course must occur after a conversation with the graduate director. To officially drop a course, the student must email the registrar stating such and include the course instructor and graduate director on the communication.

Grading System

The letter grades A, B, C, D, NC (no credit), S (Satisfactory), and F are awarded by instructors and describe the candidate's performance relative to the expectations of completed course work. The first four grades may be further described by the use of a plus (+) or a minus (-) sign and indicate a greater or lower level of achievement for that letter grade. Marks of I (Incomplete), X (Satisfactory, Course in Progress), NR (No report), and S/NCW (Withdrew) may also be given under appropriate circumstances.

Performance	Grade	Quality Points
Outstanding	A	4.000
	A-	3.667
Good	B+	3.333
	B	3.000
	B-	2.667
Adequate	C+	2.333
	C	2.000
	C-	1.667
Marginal	D+	1.333
	D	1.000
	D-	0.667
Failure	F	0.000

The grade of I (Incomplete) is to be given only at the end of a semester, or summer term, when work is not completed because of illness or other circumstances beyond the control of the student. A mark of I must be removed no later than the end of the eighth week of the next semester or it automatically becomes an F. A course for which I is given shall not be included in calculation of the student's GPA until the I is removed.

The grade X (Satisfactory, Course in Progress) is to be given only at the end of a semester, or summer term, for certain kinds of work, or courses, which may properly carry over for more than one semester, or summer term. The grade X is to be replaced by a final grade at the end of the grading period in which the work involved is to end. A course for which X is given shall not be included in calculation of the student's GPA until the X is replaced by a final grade.

Candidates must be enrolled in EDUC 600 Directed Research/Capstone during the semester that they finish an approved thesis or research project. Should a candidate not complete the research

during the semester of enrollment, he/she will receive a “X” from the instructor. The candidate will be required to enroll in EDUC 600 for a minimum of 1 credit hour for each academic semester (Fall and Spring) following the initial enrollment in EDUC 600 until the thesis is completed.

The grade W (Withdrawal) is given upon notification by the Registrar of the dropping of a course after the fifth week and through the tenth week of the summer.

The Pass/Fail option is reserved for course offerings designated by the Director of Graduate Studies. Graduate students will receive the mark of “S” for successful completion of work in these courses and a mark of “NC” for work that doesn’t meet minimal course requirements. EDUC 600: Directed Research/Capstone is evaluated on a pass/fail basis with completion of the course contingent on successful completion and defense of the master’s thesis.

Assessment System

The guidelines below are applicable for candidates admitted on or after August 2017. The performance-based assessments are called our “Gateways” and are points where candidates’ progress toward meeting the program’s outcomes is reviewed. The Director of Graduate Studies will address any questions resulting from the reviews at the Gateways. The Director can be reached by contacting the Education Department Administrative Assistant at 937-327-6417. Petitions regarding decisions at any Gateway can be submitted to the Director of Graduate Studies; the Director in consultation with the Graduate Program Committee (GPC) will take actions to address the petitions. Petitions are available online at <https://www.wittenberg.edu/academics/masters-education>.

Gateway #1—Admission and Acceptance

Gateway #2—Prior to the Beginning of the Research Sequence (EDUC 590)

Gateway #3—Defense of Thesis

Gateway #4—Graduation

Assessment Matrix

Gateways	Assessment Criteria/Forms	Communication to Candidate
#1--Admission and Acceptance into Program	**Bachelor's degree from an accredited institution **Teacher's license (dependent on program) **Minimum GPA of 3.0 on a 4.0 scale in undergraduate work and/or a 3.0 on a 4.0 scale in graduate work **Personal essay **References **Meeting with Director of Graduate Studies **Purchase of Student Learning and Licensure account	**Letter of Admission or Denial
#2—Prior to the Beginning of the Research Sequence (EDUC 590)	**Completion of at least one of the core courses (EDUC 550, 560, or 570) **Maintain GPA of 3.0 **Acceptable dispositions in coursework	**during advising sessions each semester **eligible to register for research courses
#3—Defense of Thesis	**Successful completion of research courses (EDUC 590 & 595) **Successful completion of research study and defense of thesis (EDUC 600) **Submission of thesis and required forms to the Director of Graduate Studies **Maintain GPA of 3.0 with no more than two grades of C **Retake one course with a grade of “C” and earn a grade of at least “B” **Acceptable dispositions in coursework	**Notification from Thesis Committee Chair **Forms signed off by Director of Graduate Studies
#4—Graduation	**Apply for graduation upon receipt of forms from Registrar's Office **Minimum of 36 credits have been completed **Successful completion of requirements for Gateways #2 and #3 **Maintain a cumulative GPA of 3.0 in all coursework ** No more than six (6) credits of “C” work or below is permitted <u>with one course retaken with a grade of at least “B”</u> **All graduate coursework has been completed within 6 calendar years	**Director of Graduate Studies will confirm graduation requirements

Data from each Gateway will be collected, analyzed, and discussed with the members of the Graduate Program Committee in order to determine the effectiveness of the program and its impact on candidate learning.

Student Learning and Licensure (formerly VIA) by Watermark

Student Learning and Licensure (SL&L) by Watermark provides cloud-based software and supporting services to plan and manage assessment processes and demonstrate both student learning achievement and institutional effectiveness for continuous improvement and accreditation. Upon admission to the Graduate Program in Education, students will be charged a one-time fee of \$180 for a 7-year account; a SL&L account is required for program coursework after admission. Students will be able to create personal web-based portfolios showcasing graduate work and professional development using SL&L. Further details about acquiring an account will be provided by the department. Should a student drop the program, the fee for SL&L is non-refundable, as it is a third-party software.

Remediation/Probationary Policy

On occasion, candidates in the Master of Arts degree program do not meet the minimum program standards. The standards may be related to coursework or professional dispositions. In order to communicate with and support candidates who fail to meet minimum standards, the Director of Graduate Studies, in consultation with the Graduate Program Committee, may place such candidates on probationary status.

The reasons for being placed on probationary status may include, but are not limited to, the following:

- Failure to meet requirements of any Gateway point:
 - #1: appeals for admission to the program due to an entry GPA lower than 3.0
 - #2: cumulative GPA has dropped below 3.0 or candidate has received 2 or more grades of C or lower
 - #3: difficulty completing research in a timely manner and/or writing up research for thesis
- Failure to meet reasonable standards of ethical behavior

Probationary Procedures

Any faculty member assigned to teach in the Master of Arts program may bring an academic or dispositional concern to the Director of Graduate Studies or a member of the Graduate Program Committee (GPC), including supporting documentation. The GPC will review the concerns.

Once the concern is identified and discussed by the GPC, the faculty member and Director of Graduate Studies will meet with the candidate for a discussion. Following that meeting, the GPC will discuss the case and decide whether or not a Success Plan should be put in place for the candidate. The GPC will also decide the candidate's status at that time (i.e., continue conditionally, continue on probation, defer continuation until a later date, deny continuation).

Should the GPC recommend a **Success Plan**, it will include:

- An identification of the Graduate Program Outcome(s) of concern
- A specific description of the concerns as described by the instructor and GPC
- A set of objectives, method of assessment, behaviors/activities required of the candidate to address and correct the concerns, and person(s) responsible for overseeing the success plan
- A specific timeline for achieving the desired outcomes

A copy is shown at the back of the Student Handbook.

NOTE: A candidate may not be placed on probation more than once during the candidate's enrollment in the Master of Arts program. If there is cause for more than one probationary period, the candidate will be suspended from the program for a minimum of one year and may include other actions as decided by the GPC.

The candidate will meet with the Director of Graduate Studies to review and sign the plan which will be filed in the candidate's record until completed. The candidate will work with the specified individuals to complete the Success Plan. If additional concerns arise prior to the completion date on the Success Plan, the candidate may be requested to meet with the Director of Graduate Studies or the GPC.

The GPC will review the candidate's progress in order to remove the probationary status for the candidate. If the candidate successfully meets the requirements of the Success Plan, no record of the probationary period will be reflected in the candidate's permanent record. However, if the candidate fails to address the concerns in the Success Plan, the GPC may decide to (a) require the candidate to repeat sections of the plan with a revised timeline, or (b) terminate the candidate from the Master's program following a thorough, comprehensive review.

In fairness to the candidates throughout the probationary process, they may file an appeal to the GPC at any time during the process. Also, if they feel the probationary period is unwarranted, they may appeal the decision of the GPC. Appeals will be reviewed by the Director of Graduate Studies, GPC, and the Provost.

Requirements for Degree

The candidate for the Master of Arts in Education degree:

1. Must successfully have completed the program as outlined with a minimum of 36 semester hours.
2. Must earn at least a 3.00 grade point average in course work attempted. (No more than 6 hours of "C" work or less than "C" work is permitted for a degree.)
3. Shall complete all degree requirements within a 6-year period from the date of admittance to the MA program.
4. Must have successfully completed a research thesis project as outlined in the program.

Candidates will refer to the “Thesis Project Preparation Guide” for information about preparing and submitting their work. The candidate’s thesis committee will meet following the thesis defense to come to a common determination of whether the candidates receive a “Not Pass”, “Pass” or “Pass with Distinction” for their work.

Requirements for Principal’s Licensure

1. Successful completion of a master’s degree in educational leadership and/or
2. Transcript review by the Director of Graduate Studies.
3. Successful completion of The Principalship (EDUC 539) and Teacher Leader Internship II (EDUC 582)
4. Passing the licensure test for Ohio Principal License (currently OAE test code #015, Educational Leadership, 2017)

Leave of Absence

It is the expectation of the Education Department that degree-seeking students will, at a minimum, register for courses each fall and spring semester and make continual progress toward a Master of Arts degree. However, if circumstances exist such that a candidate is temporarily unable to continue work (e.g., health or family issues) in the graduate program or with the thesis project during contiguous semester, a Leave of Absence Form must be completed by the candidate and submitted to the Director of Graduate Studies within the first 4 weeks of the semester of absence or non-registration for a course. The Graduate Program Committee will review leave requests at the next scheduled meeting. Failure to file a Leave of Absence request will result in the candidate’s need to re-apply to the graduate program in order to continue graduate courses and/or work on a thesis project and be responsible for all costs associated with reapplication. The Leave of Absence form is found at the end of the Graduate Student Handbook and online at <https://www.wittenberg.edu/academics/masters-education>.

Extension of the Six-Year Time Limit

Failure to complete degree requirements within the six-year maximum time limit will result in removal of degree candidacy. Any graduate candidate who wishes to extend the six-year limit may petition in writing to the Director of Graduate Studies. The GPC faculty will act upon the petition. A fill-in petition can be found online at <https://www.wittenberg.edu/academics/masters-education>.

The request should include the reasons for needing additional time and should cite a specific completion date not longer than one academic year.

Concerns Related to Courses / Instructors

At the conclusion of each course, candidates will have the opportunity to provide feedback on the courses and instructors. However, when a student encounters a problem during a course, they should follow this procedure.

1. **Step 1**—Communicate directly with the individual. Direct communication many times will resolve an issue and more quickly help secure the desired changes. It may help to put the suggestion in writing and share it before the meeting; this also provides documentation.
2. **Step 2**—If direct communication does not resolve the issue, discuss the matter with Director of Graduate Studies. He or she might be able to provide a context and suggest how best to direct your concern(s).
3. **Step 3**—If the issue remains unresolved, complete a petition to the Graduate Program Committee outlining your objection/complaint, articulating your concern(s) and desired outcome.

Tuition and Fees

There is no application fee.

Payment of tuition must be made at the time of course registration or upon receipt of the first billing cycle from the Office of Student Accounts. Payment can be made by check or credit card. Contact the office at 937-327-6146 or studentaccounts@wittenberg.edu.

Payment in full is required even if you are receiving benefits from your employer for which you may be reimbursed at a later date.

Candidate applying for loans are responsible for payment by check or credit card prior to the first class of the semester.

Financial Aid

Candidates may be eligible for designated loans, federal tax credits, and other benefits for college study. They should contact the Office of Financial Aid at 1-800-677-7558 or (937) 327-7321 for more information about these opportunities.

Refund Policy

Candidates who withdraw from a course will receive a refund of their tuition payment in accordance with the following schedule. Exceptions to this refund policy may be published in the current course listing.

1. Withdraw through the Friday of the first week of class: 100%
2. Withdraw by the Friday of the second week of class: 50%

3. Withdraw after the Friday of the second week of class: No Refund
4. Official withdrawal requires submission of an official Course Change (Add/Drop) form signed by the student and the Director of Graduate Studies. Mere failure to attend does not constitute official withdrawal.

STUDENT SERVICES

Advising

The Director of Graduate Studies will meet with candidates prior to registration dates for fall, spring, and summer semesters. At this time, the candidate's Individual Program Plan will be reviewed and updated.

Resources

Moodle will be used to facilitate communication and provide information. Contact the Solution Center (525-3801) for help at solution@wittenberg.edu or in person in the Thomas Library.

Writing Center

Location: Lower Level Thomas Library

The Wittenberg Writing Center plays a key role in enhancing and validating the importance of writing at Wittenberg. Knowledgeable, professional student writing advisors provide consultation for all Wittenberg students, staff, and faculty engaged in all types of writing at all levels of ability. The Writing Center offers an inviting, personal atmosphere where individuals can both develop successful writing skills and foster these skills in others. Visit the Center's [website](#) for more information.

Oral Communication Center

Location: Thomas Library 206

The Oral Communication Center (OCC) provides one-to-one assistance to students facing any kind of speaking assignment, such as a presentation, discussion, debate, leading a class session, or any other kind of speaking requirement. Trained student consultants can work with you on any stage of the preparation process, from brainstorming about topics, to helping you decide how to organize your ideas, to offering feedback on a practice run-through. The consultation is designed to help foster effective preparation and speaking skills, which students can then apply to future speaking assignments.

Academic Services Office

Wittenberg University strives to make all learning experiences as accessible as possible. If you anticipate or experience academic barriers based on your disability (including mental health, learning, chronic health, physical, hearing, vision and neurological, or temporary medical conditions, etc.) To establish reasonable accommodations, you must register with Accessibility Services. Please note that services are confidential and may take time to put into place, and are not retroactive. The Accessibility Services Office is located in the Office of Academic Services

COMPASS Sweet Success Center, Thomas Library on the first floor. Walk-in appointments are welcome 8 AM to 5 PM, Monday through Friday.

Academic Honesty

I promise to be truthful and treat you with respect. I will come to class fully prepared every day. I will be thoughtful and fair in preparation and assessment of assignments and exams. I will provide a variety of frequent opportunities for you to demonstrate your learning in this class. I will work toward creating an atmosphere where mistakes are opportunities to learn.

I expect you to be truthful and respectful with your classmates and me (including not having your cell phone out during class). I expect you to come to class each day fully prepared. Read all books carefully and thoughtfully and prepare all assignment with attention to detail. I expect you will perform honest work that is your own at all times. I expect you to take some action if you witness cheating or dishonest academic behavior. I expect you will ask me for clarification if you are uncertain about Academic Honesty in this class. Be aware of Wittenberg's honor code.

DISPOSITIONS

Statement on the Graduate Disposition Assessment Form

This course contributes to the teacher education program by providing current teachers and/or prospective administrators with knowledge, skills, and dispositions related to the competence, character, and community development required of educators in our nation's schools. Learning experiences and assessments in this course help measure candidates' knowledge, skills, and dispositions critical for the teaching and administrative professions. Of the three, dispositions are often the most difficult to measure, yet teacher education programs have an ethical responsibility to prepare candidates who appear to possess dispositions necessary to support all learners (Da Ros-Voseles & Moss, 2007). Dispositions are the values, commitments, and professional ethics that influence behaviors towards students, families, colleagues, and communities that affect student learning, motivation, and development as well as the educator's own professional growth (Council for the Accreditation of Educator Preparation, 2016). At the graduate level, Propositions 4 and 5 of the National Board for Professional Teaching Standards (NBPTS) Standard 2 of the National Educational Leadership Preparation (NELP) Program Recognition Standards also identify dispositions for practicing teachers and administrators. To help measure dispositions of each candidate, the course instructor will complete the Educator Disposition Assessment (see below) at the end of each course, for each candidate. While the scoring of this assessment does not impact the overall course grade, results do help inform the candidate and the Education Department faculty of progress towards candidates' possession of necessary dispositions. Multiple dispositions and associated indicators scored below the "Meets Expectation" rating could result in a delay in progression through the Teacher Education Program. All candidates can review a copy of their completed Educator Disposition Assessment at the completion of each course through their SL&L account. If you have questions, please reach out to Sarah Shivler—shivlers@wittenberg.edu. Please see your course instructor with any questions you might have regarding this process.

Examines and/or makes appropriate professional decisions based on an advanced understanding of ethics and laws

- a) bases decisions on ethics, laws and research.

Demonstrates an attitude towards continuous improvement and lifelong learning.

- a) demonstrates through research, attendance at professional conferences and presenting at conferences.
- b) continuously seeks opportunities to draw upon current education policy and research to expand knowledge

Demonstrates an appreciation for and a commitment towards using research to inform practice.

- a) conducts action research that is beneficial to students, colleagues, and the profession
- b) appreciates the value of using research to inform practice
- c) is knowledgeable of the professional literature in his/her field of study

Respects and cooperates with others including diverse stakeholders and experts, to support and advocate for all learners.

- a) engages in thoughtful, responsive listening
- b) takes part in active, supportive interactions
- c) respects diverse talents, abilities, and perspectives

Communicates professionally, clearly, and effectively through written modalities

- a) clearly articulates thoughts in a manner that the reader understands.
- b) responds to written communications in an appropriate manner and timely fashion.
- c) utilizes appropriate technology to enhance and enable communications

Communicates verbally in a professional, clear, and appropriate manner

- a) clearly articulates thoughts in a manner that the receiver understands.
- b) responds verbally at appropriate times to share thinking
- c) ensures all parties involved are given appropriate time to express themselves.

Promotes an appreciation and understanding of diversity in families and society

- a) persists in helping all individuals reach their full potential
- b) believes that all students can learn
- c) provides equitable and meaningful learning opportunities for all students
- d) as an administrator, ensures that all personnel who have contact with students provide them with fair and equitable treatment

Models professional behaviors (timeliness, dress, actions, lifelong learning, etc.)

- a) is present and punctual for professional activities and assigned duties; complete work on time
- b) demonstrates preparedness for professional engagements
- d) shows leadership, self-respect and a willingness to take responsibility

MASTER OF ARTS IN EDUCATION CURRICULUM

The Master of Arts degree totals 36 semester hours including 9 semester hours of core courses, 6 semester hours of research courses, 3 semester hours of Directed Research, 9-12 hours of focused inquiry courses, and 7-10 hours of professional studies courses. The focused inquiry and professional studies courses have prerequisites, but candidates are required to take at least 3 semester hours in each of three designated categories: Topics in Human Development and Learning, Topics in Effective Pedagogical Practices, and Topics in Curriculum.

After successful completion of the required core and research courses and after completing focused inquiry and professional studies courses, candidates can conclude their program by successfully completing 3 hours of Directed Research and by defending a research thesis.

The candidates seeking Ohio Principal licensure will then conclude with The Principalship (EDUC 539) and Teacher Leader Internship II (EDUC 582).

Required Courses

- Core Courses: EDUC 550, 560, 570
- Research Courses: EDUC 590, 595
- Directed Research/Capstone: EDUC 600

Program Courses

Current courses are listed and described on the Master's Program website:
<https://www.wittenberg.edu/academics/masters-education>.

Areas of Focus for Study

The Master of Arts degree program offers coursework for candidates interested in a specific focus of study (i.e. literacy and leadership). The planned sequence of courses for each area of focus is designed to guide candidates through degree completion in two years. Candidates take all core, research, and focused inquiry courses as specified in an Individual Program Plan. Candidates also take professional studies courses that are elective courses and part of the program of study. A typical schedule would consist of approximately 6 hours each semester each term (i.e., fall, spring, and summer) for candidates planning to complete the program in two years.

Literacy Focus

Blending online learning with the traditional interactive experience in the classroom, the master's program has helped teachers statewide acquire their Reading Endorsement with just three classes (see "Focused Inquiry courses" below). Should participants want to move beyond the endorsement

level, the three courses covering various reading strategies also count toward a literacy-focused master's degree program.

Leadership Focus

(degree only = 36 credits; degree + principal licensure = 42 credits)

The program features courses that lead to the development of teacher leaders and additional courses that prepare candidates for principal licensure. The courses will include a combination of face-to-face courses as well as others that will be blended with online components.

CORE COURSES

EDUC 550: Professional and Ethical Issues in Education (3 Credits)

Designed to inform practice in P-12 classrooms, this course explores philosophical and pragmatic issues affecting teacher leadership. By the end of the course, participants will have the opportunity to analyze case histories, examine the philosophy and history of teacher professionalization efforts, critique and analyze research articles, develop basic strategies for research review, and formulate initial professional development plans. A major outcome of the course is personal assessment and planning of professional development goals.

Topics:

- Philosophy and Ethics in Teaching
- Professionalization History and Culture
- Professional Assessment and Advancement
- Research Review Analysis and Strategies

EDUC 560: The Sociology of Educational Change and School Renewal (3 Credits)

This course provides participants with the sociological and historical background for examining school reform/renewal models. In analyzing these models, participants will consider current research about assessment, outcomes, and implementation processes. Connections will be made to personal and local circumstances and to the institutional cultures that support personal and building-wide educational change. The reading and construction of case studies will allow participants further opportunity to reflect more personally on teacher leadership roles in school change efforts.

Topics:

- Sociology and Politics of Educational Change
- School Renewal Approaches

- Building Supportive Institutional Cultures
- Teacher Leadership in School Renewal

EDUC 570: Approaches to Working with Diverse Communities (3 Credits)

This course will focus on examining diversity in personal and local contexts and on analyzing how diversity is reflected in curriculum and instruction. Diversity applies to teachers, students, administrators and staff within the school as well as the various populations in the larger school community. Teachers will develop plans and strategies about parental partnering, tolerance, conflict resolution, curriculum sequencing and presentation, assessment, and community building.

Topics:

- Theory and Practice of Multicultural Education
- Practical Classroom Approaches to Curriculum, Instruction, and Community Building
- Working with Diverse Communities Outside the School

RESEARCH COURSES

EDUC 590: Reading and Writing for Action Research (3 Credits)

The major purpose of this course is to instruct participants as to how to identify research interests, determine strategies, and form designs to complete research projects. Participants will learn action research strategies that help them define questions and determine methods of gathering information and assessing it. Participants will also examine the process and practice of both quantitative and qualitative research. By the end of the course, students will clarify a research question and be able to write a research plan and preliminary review of the literature.

Prerequisite: any of the core courses EDUC 550, 560, or 570

EDUC 595: Planning and Implementing Teacher Research (3 Credits)

The major purpose of this course is to help participants continue in the research process. The course will review components of the action research process and further inform students regarding data collection and analysis. Participants will learn how to select and create data collection instruments and to analyze qualitative and quantitative data. By the end of the course, students will have completed rough drafts of the first three chapters of the thesis and be prepared to implement their studies. Prerequisite: EDUC 590.

EDUC 600: Directed Research/Capstone (3 Credits)

Directed Research/Capstone through the form of a thesis or project in an approved educational setting serves as the final requirement in the Master of Arts in Education degree. Candidates will work with their Thesis or Capstone Committee to craft and complete a substantial, high-quality thesis or project. Initial registration for EDUC 600 requires enrollment for 3 semester credits. Prerequisites: 550, 560, 570, 590, and 595.

Topics courses may be offered in the Master's program. These are the general topics and course numbers assigned to topics courses.

EDUC 510: Topics in Human Development and Learning Theory

EDUC 520: Topics in Effective Pedagogical Practices

EDUC 530: Topics in Curriculum

Request For Leave Of Absence

If circumstances exist such that a degree-seeking student is temporarily unable to continue work (e.g., health or family issues) in the graduate program or with the thesis project during contiguous semesters, this form must be completed by the candidate and submitted to the Director of Graduate Studies within the first 4 weeks of the semester of absence from the program or non-registration for a course. The Graduate Committee will consider the request for a leave of absence at its next regularly scheduled meeting. Upon approval of the request, the Director of Graduate Studies will notify the candidate.

Name:	Anticipated Graduation Date:
Semester(s) of requested leave:	
Committee Chair or Advisor:	

Below provide a detailed reason for requesting a leave of absence from the graduate program.

Candidate Signature:	Date
Director of Grad. Studies Signature:	Date

AbsenceReqForm 7/17

Wittenberg Graduate Education Petition Form

Student's Name:	Date:
Major:	Advisor:
Minor:	Advisor:
Program Completion, Semester/Year:	

Directions. Please fill out the entire petition form, and attach any supplemental documents. Submit the completed petition to the appropriate person(s) outlined below under section 1.

Petitions will be discussed by the appropriate faculty and a determination of the petition will be communicated to you in a timely manner.

1. To whom are you directing your petition? (Indicate all that are appropriate with an "X" in box.)

- To the Education Department Faculty** *or* **Graduate Program Committee**
 Admission to the Program Removal from the Program
- To the Department Chair** *or* **Director of Graduate Studies**
 Coursework sequence Instructor Ratings Other
- To the Director of Licensure**
 Licensure issues Transfer credits

Please describe below the specific item of concern. List possible solutions, possible consequences, hardships, and other considerations.

FOR EDUCATION DEPARTMENT USE ONLY

Result of petition:

Signed:	Date:
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Graduate Education Success Plan

PART I Department Policies — The completion of the educational success plan is meant to help the candidate grow and become a successful leader. Completing objectives of the plan is the responsibility of the candidate. Since completion of the plan is tied to progress in meeting Graduate outcomes, it is essential that objectives be met in a timely fashion. Continued concerns or failure to meet objectives may result in course enrollment restrictions/exclusions and perhaps in dismissal of the candidate from the Graduate program. The Success Plan is confidential and restricted to the use of faculty and staff associated with the Wittenberg University Graduate Program.

Graduate Candidate: XXXXXX	Date:
Director of Grad Studies: Dr. Amy McGuffey	Course(s):
Other Fac/Staff:	Program

PART II Department Assessment Areas - Indicate the area(s) of concern; provide an explanation/description of behaviors.

Gateways

Progress	Research	Professionalism
1. Admission GPA lower than 3.0 2. GPA drops below 3.0 3. Candidate has received 2 or more grades of “C” or lower.	1. Difficulty completing research on due dates 2. Difficulty writing research for thesis	1. Demonstrates a commitment to professional growth 2. Demonstrates the ethics and values associated with the profession. 3. Advocates for learners in school and community. 4. Demonstrates proficiency in oral and written language skills, interpersonal skills, nonverbal, and media communication techniques to promote productive inquiry and collaboration.

Part III. Graduate Disposition Assessments

Examine and/or make appropriate professional decisions based on an advanced understanding of ethics and laws a) bases decisions on ethics, laws and research.	Demonstrate an attitude towards continuous improvement and lifelong learning. a) demonstrates through research, attendance at professional conferences and presenting at conferences. b) continuously seeks opportunities to draw upon current education policy and research to expand knowledge
Demonstrates an appreciation for and a commitment towards using research to inform practice	Respects and cooperates with others including diverse stakeholders and experts, to support and advocate for all learners.

<ul style="list-style-type: none"> a) conducts action research that is beneficial to students, colleagues, and the profession b) appreciates the value of using research to inform practice c) is knowledgeable of the professional literature in his/her field of study 	<ul style="list-style-type: none"> a) engages in thoughtful, responsive listening b) takes part in active, supportive interactions c) respects diverse talents, abilities, and perspectives
<p>Communicates professionally, clearly, and effectively through written modalities</p> <ul style="list-style-type: none"> a) clearly articulates thoughts in a manner that the reader understands. b) responds to written communications in an appropriate manner and timely fashion. c) utilizes appropriate technology to enhance and enable communications 	<p>Communicates verbally in a professional, clear, and appropriate manner</p> <ul style="list-style-type: none"> a) clearly articulates thoughts in a manner that the receiver understands. b) responds verbally at appropriate times to share thinking c) ensures all parties involved are given appropriate time to express themselves.
<p>Promotes an appreciation and understanding of diversity in families and society</p> <ul style="list-style-type: none"> a) persists in helping all individuals reach their full potential b) believes that all students can learn c) provides equitable and meaningful learning opportunities for all students d) as an administrator, ensures that all personnel who have contact with students provide them with fair and equitable treatment 	<p>Models professional behaviors (timeliness, dress, actions, etc.)</p> <ul style="list-style-type: none"> a) is present and punctual for professional activities and assigned duties; complete work on time b) demonstrates preparedness for professional engagements c) shows leadership, self-respect and a willingness to take responsibility

Explanation/Description:

Part IV. Remediation Plan

PART IV Objective(s) for Success — To be completed by the plan supervisor. The plan should measure objectives with specific dates as to when the objectives should be met and include the name of the person who will monitor each objective.

Objective(s)	Due Date	Monitor	Objective Met?

Individual to follow-up:		Reconvene date:	

Required Signatures:

Date:

Graduate Candidate:		
Course Instructor:		
Graduate Program Director:		
Graduate Committee		
Department Chair:		
Other:		