

## **2020-2021 GRADUATE ACADEMIC CATALOG**

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**Wittenberg University**

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## INTRODUCTION

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Welcome to the Wittenberg University. Our goal is to provide the highest quality graduate education to professionals who seek deeper knowledge and broader career prospects in their respective fields.

Our graduate faculty and staff are dedicated to helping students achieve their academic and personal goals. Through innovative teaching practices created to engage students both in and outside the classroom, our programs produce knowledgeable graduates equipped to make an immediate difference in the world.

## MISSION

Wittenberg University provides a liberal arts education dedicated to intellectual inquiry and wholeness of person within a diverse residential community. Reflecting its Lutheran heritage, Wittenberg challenges students to become responsible global citizens, to discover their callings, and to lead personal, professional, and civic lives of creativity, service, compassion, and integrity.

## DEGREE PROGRAMS

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Wittenberg currently offers three innovative Master's Programs:

[Master of Science in Analytics](#)

[Master of Arts in Athletic Coaching](#)

[Master of Arts in Education](#)

## ADMISSION

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Admission of students to a graduate program is the joint responsibility of the Admission Office and the individual graduate program. However, the Admission Office has the final authority for graduate admission decisions.

The Admission Office receives and processes all graduate application materials, including applications, transcripts, and supplemental materials. The Admission Office is also responsible for notifying students of official admission decisions.

### APPLICATION

All graduate applicants must apply via the online application. Students may visit the [Admission Office](#) website to obtain graduate program information and access the online application.

### ADMISSION FOR NON-DEGREE SEEKING STUDENTS

Non-degree enrollment status is designed for students who wish to take graduate courses but do not plan to pursue a degree. Admission for non-degree students is up to the discretion of each individual graduate program director.

### VISA RESTRICTIONS

Wittenberg University is not approved to issue eligibility documents for international graduate students, nor can the University sponsor graduate students for work or student visas. International students wishing to apply to the graduate program must already have permission to live and study in the US through outside means.

### APPLICATION DEADLINE

All graduate application materials (including final official transcripts) should be submitted to the Admission Office no later than two weeks prior to the start of the intended term of entrance. Complete applications are reviewed on a rolling basis until this date.

## NOTIFICATION OF ADMISSION

After submitting all required application materials, applicants will be notified of an acceptance decision in writing via email.

## ADMISSION CRITERIA

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To be considered for admission to any of Wittenberg's graduate programs, applicants must provide documentation that demonstrates fulfillment of the following admission criteria:

**Earned baccalaureate degree** from an accredited college or university by the expected date of entry

**Minimum 2.750 grade point average** in all previous undergraduate and graduate work

To be considered for admission to the Master of Arts in Education program, applicants must provide documentation that demonstrates fulfillment of these additional admission criteria:

**Minimum 3.000 grade point average** in all previous undergraduate and graduate work

**Teacher Licensure**

## ADMISSION MATERIALS

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To be considered for admission to any of Wittenberg's graduate programs, applicants must submit the following materials:

**Completed Application**, found on the [Admission Office](#) website

**Official transcript** from each college or university attended, listing all courses taken, grades and degrees earned, and dates of graduation (Wittenberg students need not submit Wittenberg transcripts. These will be provided through internal procedures.)

**Resume**, listing contact information for three professional references

**Brief personal statement** describing applicant's education and professional goals and objectives

## ADMISSION CLASSIFICATIONS

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Applicants are admitted as graduate students in one of three classifications: regular, non-degree seeking, or conditional.

**Regular.** Applicants who have met all admission criteria and who have been approved by the graduate program director to pursue a graduate degree are designated as regular students.

**Non-Degree Seeking.** Applicants who do not intend to pursue a graduate degree may apply for non-degree status to take courses in some graduate programs. Following verification of an earned baccalaureate degree from an accredited institution and with approval of the respective graduate program director, non-degree students may enroll part-time for as many as six total credits. Applicants wishing to take more than six total credits must be admitted as degree-seeking students. Non-degree students do not qualify for financial aid.

**Conditional.** Applicants whose academic records indicate that they may have difficulty performing satisfactorily in a graduate degree program may be admitted on a conditional basis. Students admitted on a conditional basis must maintain a 3.000 cumulative grade point average after completing six consecutive credit hours in order to transition to regular student status. Students failing to maintain a 3.000 cumulative grade point average after completing six consecutive credit hours will face academic probation or dismissal. Factors considered in the decision to admit a student on a conditional basis include undergraduate GPA, professional experience in the field, professional references, the student's admissions essay, and any additional information that would demonstrate the student's ability to succeed in a vigorous graduate level educational program. The decision to admit a student on a conditional basis is made in limited circumstances and must be approved by both the Admission Office and the graduate program director.

## REGISTRATION & TUITION

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A student is expected to register for the next semester during the designated registration period. The registration dates are published by the [Registrar's Office](#) each semester. The university reserves the right to cancel classes having low enrollments at the end of the registration period.

## ADVISING

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A faculty advisor is assigned to each entering graduate student. This role is typically filled by the graduate program director for the student's individual graduate program. The advisor is available to explain program options and planning, to discuss graduation requirements, and to assist with course registration. Every graduate student should meet with his or her advisor at least once each semester to review the student's program, progress, and plans.

The advice of the faculty advisor does not constitute a promise or a contract ensuring a student's graduation on schedule or the completion of specific requirements. The responsibility for understanding and meeting degree requirements rests entirely with the student.

## COURSE LOAD

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The number of credits attempted each term is mutually determined by the student and the advisor.

Wittenberg graduate students registered for six or more credits per term (fall and spring) are considered full-time.

Graduate assistants must register for a minimum of six credit hours per term (fall and spring) and remain in good academic standing to maintain their GA benefits.

## REGISTRATION PROCEDURES

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**New Students:** Registration of new students will occur through the Registrar's Office in conjunction with each individual graduate program director.

**Returning students:** Returning students will be responsible for meeting with their academic advisor prior to registering for each new term. After receiving advisor approval, returning students will have the opportunity and the responsibility to register themselves online via the MyWitt Portal.

For graduate courses/programs that operate on the standard Wittenberg [academic calendar](#), the standard policies and deadlines for add, drop, withdrawal, etc., apply to all students (see below). For courses/programs that are delivered in non-standard terms, students will have until the first Friday of the term to register for any classes within that term.

## CHANGE OF REGISTRATION

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Students may add/drop normal fall or spring semester courses according to the following schedule:

**Adds** are permitted only during first week of the semester.

**Drops** without academic penalty may be made through the fifth week of the semester.

**Drops with a grade of "W"** are permitted from the sixth week through the tenth week of the semester.

All drops/withdrawals after the tenth week of the semester will appear on the student transcript with a grade of "F".

Courses that meet for fewer than 15 weeks have different deadlines. These deadlines can be obtained through the [Registrar's Office](#).

All Add/Drop forms must be filed with the Registrar's Office before the dates specified in the official [academic calendar](#). Credit or grades may not be adjusted on the academic record unless the appropriate forms have been correctly filed before the deadline.

## WITHDRAWAL FROM THE INSITUATION

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Students who wish to withdraw from the University must notify their graduate program director of their intent to withdrawal and email the Registrar's Office with their intent to withdrawal. The date the email is sent determines the official date of withdrawal.

## DEACTIVATION

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Any graduate student who has not registered for classes within the preceding two full calendar years will be automatically deactivated. Any student who has been deactivated must reapply to the graduate program. If the application is approved, the Admission Office, in conjunction with the graduate program director, will work with the student to update his/her degree plan and complete class registration for the following term.

## TUITION BILLING

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Wittenberg University provides all tuition billing statements electronically via students' Wittenberg issued email accounts. Information regarding electronic statements and tuition payment options can be found on the [Student Financial Services](#) website.

Students are expected to finalize payment arrangements before classes begin. Not adhering to the statement due dates can result in late payment penalty fees and/or cancellation of enrollment.

## REFUND POLICY

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For all classes meeting during the traditional fall/spring semesters, the refund or financial credit for students who submit a change of registration (add/drop) is:

Through the first week of the semester	100% refund or financial credit
During the second week of the semester	50% refund or financial credit
After the second week of the semester	No refund or financial credit

Due to the unique course schedule for the Master of Science in Analytics program, students who submit a change of registration (drop) will be eligible for a 100% refund or final credit through the first Friday after the start of the course. After that date, no refund or financial credit will be given.

Refunds refer to the tuition portion of charges only: fees are non-refundable. Refunds are computed according to the date when the official change of registration is submitted—not, e.g., the date when the student happens to cease attending. Students who neglect to submit the proper paperwork receive no refund and are liable for all charges.

## **COURSE CREDIT, GRADING SCALE, AND ACADEMIC STANDARDS**

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### **COURSE CREDIT**

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**Graduate credit.** A student earns graduate credit by enrolling at Wittenberg University, registering for a graduate course, paying tuition, and successfully completing the course with a grade of C or higher. The level of instruction and the work required in courses numbered 500 and above is of a highly advanced nature, and therefore these courses are available only for graduate credit. Enrollment in these courses is restricted to graduate students.

**Transfer credit.** Acceptance of graduate credit transferred from another accredited institution is subject to the following conditions:

No more than six credits of graduate transfer credit may be applied to a Wittenberg degree.

All transfer credits must have the approval of the Registrar's Office and the individual graduate program director.

Credits to be transferred must not have been used to fulfill requirements for an undergraduate degree.

The granting institution must be fully accredited for graduate studies.

To be acceptable for transfer, grades for credits earned must be either "A" or "B". They must have been earned within a six year period immediately preceding the candidate's entry into the graduate program at Wittenberg.

Acceptance of graduate credit transferred from one Wittenberg program to another Wittenberg program is determined individually by each graduate program.

### **GRADES**

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The letter grades A, B, C, NC (no credit), S (Satisfactory), and F are awarded by instructors and describe the student's performance relative to the expectations of completed course work. The first three 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), W (Withdrawal), and XF (failure due to academic dishonesty) may also be given under appropriate circumstances. Graduate students must earn a grade of C or higher in order to receive course credit.

### **GRADE POINT AVERAGE**

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For the letter grades A, B, C, including any related pluses or minuses, and for the grade F, the Registrar determines a grade-point average by dividing the total number of quality points earned (credits for each graded course times the quality-point factor for the grade awarded) by the number of graded credits attempted. The following chart gives the quality points for each grade. The term and cumulative grade-point averages reflect only course work so graded and are the averages used to determine scholastic standing, qualifications for graduation and other actions based upon a grade-point average.



Description	Grade	Quality Points
Outstanding Performance	A+	4.000
	A	4.000
	A-	3.667
Good Performance	B+	3.333
	B	3.000
	B-	2.667
Adequate Performance	C+	2.333
	C	2.000
Failure	F	0.000

Mark	Descriptor
S	Satisfactory, Credit Earned
NC	No Credit
I	Incomplete
X	Satisfactory, Work in Progress
NR	No Report
W	Withdrawn
XF	Failure Due to Academic Dishonesty

### **INCOMPLETE & WORK IN PROGRESS**

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The mark I (Incomplete) is given only at the end of a semester in which course work has not been completed because of illness or other circumstances beyond the control of the student. The 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 or NC (No Credit).

The mark X (Satisfactory, Work in Progress) is given only at the end of a semester for certain kinds of course work that may properly carry over more than one semester. The X is replaced by a final grade at the end of the grading period in which the work involved is completed.

### **AUDIT**

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Because it impedes student academic progress and limits the number of available seats in a class, students are not permitted to audit graduate courses. All graduate coursework must be taken for credit.

## REPEATING COURSES

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If a student repeats a course, the credit value and grade received from the *most recent* registration is used to compute the grade point average. Only the credits earned from the *most recent* registration count toward graduation requirements. A student's transcript shows both the original grade for the course and the grade earned when the course was repeated. Only academic work that has been taken at Wittenberg is repeatable, and each graduate course may be repeated only once to count toward a student's degree completion. If a student fails to successfully pass a class after repeating it, he or she will be dismissed from the graduate program.

## NOTIFICATION OF GRADES

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At the end of each semester, a grade report is available online or can be requested from the Registrar.

## TRANSCRIPTS

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A permanent academic record is maintained by the Registrar's Office for each student who registers at Wittenberg. Wittenberg student records are administered in accordance with the Family Rights & Privacy Act of 1974 (FERPA). For information on obtaining an official transcript of the academic record, contact the Registrar's Office. Normally, a [transcript request](#) is filled within three to five working days after receipt. An official transcript can be released only if the student's account is clear of outstanding balances and university holds.

## ACADEMIC STANDARDS

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The following academic standards apply to students in all graduate programs. Responsibility for monitoring academic standards lies with each individual graduate program director.

In order to remain in good academic standing, graduate students must maintain a cumulative grade point average of 3.000.

A cumulative grade point average of 3.000 is required for graduation.

Graduate students are to maintain an acceptable rate of progress toward meeting both the cumulative grade point average and completion of required course work.

In order to maintain good academic progress toward graduation, graduate students are not permitted to earn more than two "C" grades for graduate coursework.

## **ACADEMIC PROBATION**

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A student is placed on academic probation when they are judged to be making less than satisfactory progress toward graduation:

Term and/or cumulative GPA less than 3.000—The student's overall cumulative grade point average (GPA) must be at least 3.000 for graduation.

Failure to make Satisfactory Academic Progress (SAP)—Any full-time, student that fails to successfully complete more than two-thirds of the coursework attempted either cumulatively or per semester. Any less-than-full-time student that fails to successfully complete more than two-thirds of the cumulative attempted coursework.

Although Wittenberg University attempts to notify students of their academic status, it is the sole responsibility of the students to be aware of University expectations regarding satisfactory academic progress and their performance in each semester.

Any student on academic probation must have the graduate program director's approval prior to registering, adding, changing, or withdrawing from a class. Further, the student is to meet at least twice (in addition to the pre-registration conference) with the graduate program director during the semester to discuss current academic work and related matters.

A student is removed from academic probation when the term and cumulative grade-point averages and the rate of course completion reach stated minimums.

Students should view academic probation as a serious warning that their academic record is deficient. It should be viewed as an opportunity and an obligation to improve. Probationary status has a duration of one semester, and during this semester the student must make significant academic improvement. If, over the course of the first probationary semester, a student is judged to have made significant academic improvement but has not raised his or her cumulative GPA to at least 3.000, probationary status may be extended for a second semester. If, at the conclusion of this second consecutive probationary semester, the student has not raised his or her cumulative GPA to at least 3.000, suspension from the program may occur.

## **DEGREE COMPLETION TIME LIMIT**

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Graduate students have six calendar years from the date of first registration in the graduate program to complete the graduate degree.

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 graduate program representative in the Provost Office. The graduate program representative in the Provost Office will act upon the petition in consultation with the graduate program director. The request should include the reasons for needing additional time and should cite a specific completion date not longer than two academic years beyond the six-year limit.

## **GRADUATION ELIGIBILITY AND COMMENCEMENT**

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To qualify for graduation, a student must attain a cumulative grade point average of 3.000, in addition to successfully completing all courses required for the specific graduate program.

It is the responsibility of the graduate program director to review the student's record and ensure all degree requirements are completed at the end of the expected term of graduation.

## APPLICATION FOR GRADUATION

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A student must submit an application for graduation to the [Registrar's Office](#) no later than the third Friday of the term in which graduation is expected. The application is valid for that academic year only.

Submitting this application indicates the student is expected to complete all degree requirements by the end of the term listed. The graduate program the student is pursuing must be listed on the application. The form must be approved by the Registrar's Office.

## COMMENCEMENT

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Graduate students on track to graduate in December, May, or August of an academic year who have submitted an application for graduation and been approved by the Registrar's Office will be invited to participate in the May commencement exercises. Graduates will not receive their diplomas until after completing all graduation requirements. Should a graduate student participate in Commencement and fail to complete graduation requirements by the following August, he/she will not be permitted to participate again in commencement exercises.

## STUDENT CODE OF CONDUCT

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All graduate students are responsible for knowing, understanding, and abiding by the terms of the Student Code of Conduct found in the [Wittenberg Student Handbook](#). The University reserves the right to make changes to the Student Code of Conduct at any time.

Each student is responsible for maintaining access to his or her Wittenberg-issued email account and consistently reading all academic and administrative communications sent to that account by representatives of the University.

## MASTER OF SCIENCE IN ANALYTICS

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*Wittenberg's Master of Science in Analytics program is what we believe to be a perfect intersection of Wittenberg's mission and an area of great educational and professional opportunity for our students. In recent years, the relevance of data has increased exponentially in many aspects of our lives, inherently changing the way we live and work. In so many ways, the field of analytics is where the best practices of intellectual inquiry are emerging. This has created great opportunities for people who are able to combine a deep interest in solving problems with an effective use of analytical techniques and an appreciation for the human and contextual issues that come into play. Wittenberg's Master of Science in Analytics program offers students a unique blend of depth and breadth as they prepare to lead in a wide variety of professional settings.*

### ADMISSION REQUIREMENTS

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

- Have earned a baccalaureate degree from an accredited college or university
- Have attained a minimum 2.750 cumulative grade point average in all previous undergraduate and graduate work
- Complete an application process that includes a brief personal statement describing applicant's education and professional goals and objectives
- Submit resume with contact information for three qualified professional references

### REQUIREMENTS FOR DEGREE

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**The candidate for the Master of Science in Analytics degree:**

- Must successfully have completed the program as outlined with a minimum of 33 credits.
- Must earn at least a 3.000 grade point average in course work attempted. (No more than 6 credits of "C" work is permitted for a degree.)
- Must complete all degree requirements within a 1-year period from the date of admittance to the program—unless otherwise approved by the graduate program director.

### COURSE LISTING

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Master of Science in Analytics Course Descriptions begin on [page 20](#) of the Catalog.

### DEGREE REQUIREMENTS for a Master of Science in Analytics – 33 credits

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- ANLT 500 Design Challenges of Wicked Data Problems – 3 credits
- ANLT 510 Advanced Statistics and Modeling – 3 credits
- ANLT 530 Data Mining – 3 credits
- ANLT 540 Descriptive, Predictive and Prescriptive Analytics – 3 credits
- ANLT 550 Data Visualization – 3 credits
- ANLT 565 Marketing Analytics – 3 credits
- ANLT 570 Case Studies I: The Power and Breadth of Analytics – 3 credits

- ANLT 575 Data Driven Decisions – 3 credits
- ANLT 580 Case Studies II: Targeted Applications of Analytics – 3 credits
- ANLT 591 Analytics Capstone I (Project Exploration) – 1 credit
- ANLT 592 Analytics Capstone II (Project Design and Proposal) – 2 credits
- ANLT 593 Analytics Capstone III (Project Execution) – 2 credits
- ANLT 594 Analytics Capstone IV (Project Finalization and Reporting) – 1 credit

## MASTER OF ARTS IN ATHLETIC COACHING

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*The world doesn't need coaches who fill the seat; it needs coaches who fulfill the mission of coaching – to mentor, educate, inspire and guide, which is exactly what Wittenberg's program does. The Master of Arts in Athletic Coaching program is designed to provide students with crucial skills and insightful knowledge to become strong leaders in the coaching profession.*

### ADMISSION REQUIREMENTS

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

- Have earned a baccalaureate degree from an accredited college or university
- Have attained a minimum 2.750 cumulative grade point average in all previous undergraduate and graduate work
- Complete an application process that includes a brief personal statement describing applicant's education and professional goals and objectives
- Submit resume with contact information for three qualified professional references

### REQUIREMENTS FOR DEGREE

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**The candidate for the Master of Arts in Athletic Coaching degree:**

- Must successfully have completed the program as outlined with a minimum of 32 credits.
- Must earn at least a 3.000 grade point average in course work attempted. (No more than 6 credits of "C" work is permitted for a degree.)

### FACULTY INFORMATION

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### COURSE LISTING

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Master of Arts in Athletic Coaching Course Descriptions begin on [page 25](#) of the Catalog.

### DEGREE REQUIREMENTS for a Master of Arts in Athletic Coaching – 32 credits

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#### Required Courses in HSS – 22 credits

- HSS 500 Principles of Coaching – 2 credits
- HSS 502 Research Methods – 2 credits
- HSS 510 Legal Aspects of Sport – 2 credits
- HSS 512 Ethics of Sport – 2 credits
- HSS 520 Psychology of Coaching – 4 credits
- HSS 522 Sociology of Coaching – 2 credits
- HSS 530 Athletic Administration – 2 credits

- HSS 532 Leadership in Athletics – 2 credits
- HSS 599 Capstone/Directed Research – 4 credits

**Elective Courses – 10 credits**

- HSS 540 Athletic Finance – 2 credits
- HSS 542 Special Events and Facility Management – 2 credits
- HSS 550 Sport Medicine and Performance – 2 credits
- HSS 552 Theory and Applied Practice of Strength and Conditioning – 2 credits
- HSS 554 Advanced Practice of Care and Prevention of Athletic Injuries – 2 credits
- HSS 560 Theory of Coaching Team Sports – 2 credits
- HSS 562 Theory of Coaching Individual Sports – 2 credits



## MASTER OF ARTS IN EDUCATION

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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 LEARNING GOALS – *Graduates will be able to:*

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#### **Knowledge of Content, Schools, Students (Respond with understanding to the depth and complexity of human experience, develop a sense of vocation)**

- Explain current developments in their teaching fields
- Articulate ways schools and teachers have responded to the challenges and opportunities of diverse social environments
- Frame curriculum in developmentally appropriate ways
- Describe educational missions in personal and institutional terms
- Describe models of school change in reference to the need for teacher leadership

#### **Skills to Plan and Assess (Recognize, define, and solve problems)**

- Respond flexibly and coherently to classroom problems
- Assess the effectiveness of instruction and interpret candidate response and work
- Access and apply best practice techniques in the classroom
- Form collaborative networks for problem solving in and beyond the classroom
- Develop and carry out research projects which directly affect student learning

#### **Attitudes and Values (Take moral responsibility, assume leadership)**

- Respond positively to the opportunities, challenges and issues of diverse environments
- Form, articulate, and defend personal and collective senses of mission
- Value opportunities to supplement their existing knowledge through new and imaginative research
- Form supportive learning communities in their buildings and classrooms

### ADMISSION REQUIREMENTS

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

- Have completed a teacher education program from an institution accredited at least at the state and regional level,
- Have attained a baccalaureate cumulative grade point average of 3.000 or higher on a 4- point scale,
- Have completed one year of teaching,
- Submit three references from qualified professionals,
- Complete an application process that includes a personal statement describing applicant's education and professional goals and objectives

## TRANSFER POLICY

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In addition to standard Wittenberg graduate policies, credits transferred for application toward the Master of Arts in Education degree are subject to the following conditions:

- All transfer credits must have the approval of the program director of the Master of Arts in Education program.
- Credits to be transferred must be equivalent to Wittenberg University graduate courses or as appropriate electives.
- Credits cannot be transferred to apply to any of the core graduation requirements: EDUC 550, EDUC 560, EDUC 570, and EDUC 600.

## REQUIREMENTS FOR DEGREE

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### **The candidate for the Master of Arts in Education degree:**

- Must successfully have completed the program as outlined with a minimum of 36 credits.
- Must earn at least a 3.000 grade point average in course work attempted. (No more than 6 credits of “C” work is permitted for a degree.)
- Must have successfully completed a research thesis project as outlined in the program.

## COURSE LISTING

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Master of Arts in Education Course Descriptions begin on [page 22](#) of the Catalog.

## DEGREE REQUIREMENTS for Master of Arts Degree in Education – 36 credits total

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### **Core courses – 9 credits**

- EDUC 550 Professional and Ethical Issues in Education – 3 credits
- EDUC 560 The Sociology of Educational Change and School Renewal – 3 credits
- EDUC 570 Approaches to Working with Diverse Communities – 3 credits

### **Research courses – 9 credits**

- EDUC 590 Reading and Synthesizing Teacher Research – 3 credits
- EDUC 595 Planning and Implementing Teacher Research – 3 credits
- EDUC 600 Directed Research – 3 credits

### **Areas of Focus – 16-22 credits**

- Leadership Focus and/or Principal Licensure
- Literacy Focus and/or Ohio Reading Endorsement
- Teaching, Learning, and Schools Focus
- Math/Science Focus

## GRADUATE COURSE DESCRIPTIONS

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This section contains a description of the courses offered within each graduate program. Course descriptions include the credit value of the course; a list of the course's prerequisites, if any; notification if the course may be writing intensive, and information on the frequency with which the course is offered.

The course descriptions are subject to change, and the university reserves the right to withdraw or modify them at any time without notice. Students should consult the master schedule, published by the Registrar's Office each semester, for current information on course offerings and curricula. Information on changes in department or program curricula is available at the appropriate department or program office.

## ORDER OF COURSE DESCRIPTIONS

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*Alphabetical by prefix – click prefix to jump to corresponding course descriptions:*

[ANLT](#) – Master of Science in Analytics

[EDUC](#) – Master of Arts in Education

[HSS](#) – Master of Arts in Athletic Coaching

### **ANLT 500. Design Challenges of Wicked Data Problems. 3 credits.**

A wicked data problem is a problem that is difficult or impossible to solve because of incomplete, contradictory, and changing requirements that are often difficult to recognize. The use of term "wicked" has come to denote problems that are resistant to resolution. Moreover, because of complex interdependencies, the effort to solve one aspect of a wicked problem may reveal or create other problems. This course will introduce students to the program by exploring a diverse set of complex problems – and relevant data – across many facets of life and work. In doing so, students will be introduced to the terms, concepts and techniques of data analysis as a basis for future courses and projects.

### **ANLT 510. Advanced Statistics and Modeling. 3 credits.**

This course develops fundamental knowledge and skills for applying statistics to decision making. Topics include descriptive statistics, probability distributions, sampling, confidence intervals, hypothesis testing and the use of computer software for statistical applications.

### **ANLT 530. Data Mining. 3 credits.**

Data mining, or intelligent analysis of information stored in data sets, has recently gained a substantial interest among practitioners in a variety of fields and industries. Almost every organization now collects data, which can be analyzed in order to make better decisions, improve policies, discover computer network intrusion patterns, design new drugs, detect credit fraud, make accurate diagnoses, predict important events, monitor, evaluate reliability and preempt failures of complex systems, etc. This course will provide the participants with understanding of the fundamental data mining methodologies, and with the ability to formulate and solve problems with them. Particular attention will be paid to practical, efficient and statistically sound techniques. Lectures will be complemented with hands-on experience with data mining software. Students will have a chance to develop intuition needed to effectively evaluate and analyze data.

### **ANLT 540. Descriptive, Predictive and Prescriptive Analytics. 3 credits.**

This course covers descriptive, predictive, and prescriptive areas of analytics. Students use cutting edge techniques from each area to understand data in specific context, and focus on evaluating data to predict likely outcomes. Case studies, team projects, and guest speakers from industry will be employed.

### **ANLT 550. Data Visualization. 3 credits.**

This introductory course in data visualization focuses on design and evaluation principles, along with techniques, concepts, and idioms frequently used to engage and inform others. Focus is on how data visualizations both present data and expose insights. Students acquire, parse, and analyze large datasets, and use techniques for visualizing multivariate, temporal, textual, geospatial, hierarchical, and network data.

### **ANLT 565. Marketing Analysis. 3 credits.**

This course explores the intersection of data science and marketing principles to more effectively support business decisions. Students will assess marketing challenges, evaluate marketing data, and develop plans of action. Emphasis will be placed on providing corporate decision makers with relevant marketing analytic insights through the assigned projects.

### **ANLT 570. Case Studies I: The Power and breadth of analytics. 3 credits.**

This course will provide an introduction to analytical methods for a variety of industries and contexts. Key management issues in each situation will be evaluated, and concepts learned throughout the program will be applied to demonstrate the potential of data and analytics to add value. The goal of this course will be to convey the breadth of the field and explore contextual differences in the application of analytics techniques.

### **ANLT 575. Data Driven Decisions. 3 credits.**

This course covers the fundamental basis of using data to make decisions in time-bound, real world situations. Heuristics must be merged with proactive operational data systems to create quick, effective, and efficient decision-making. Real

world cases, along with heuristic data analytics systems and approaches will be employed to challenge students to efficiently leverage data to make decisions.

**ANLT 580. Case Studies II: Targeted Applications of Analytics. 3 credits.**

This class will be used to explore applications of analytics and open problems of particular interest to the class. In some instances, case studies will complement the capstone experience. Whereas the capstone projects will involve substantial depth and time to complete, this course will require students to assess problems quickly, evaluate data efficiently and develop plans of action that can add value in real time. This experience is designed to mimic the conditions all students will face when they put their skills to work following completion of the program. The overarching goal of this course is to demonstrate to cohort members the breadth of applications – and depth within these applications – where their analytics skills are relevant. This course is also designed to expand the range of skills and perspective of all members of the class.

**ANLT 591. Analytics Capstone I (Project Exploration). 1 credit.**

Phase one of Analytics Program capstone. Students will review and practice graduate level research, University library resources, literature reviews, data gathering and writing expectations. The final project will challenge students to articulate the nature, relevance and context of a data problem, related research questions, methods, and produce results in a written report.

**ANLT 592. Analytics Capstone II (Project Design and Proposal). 2 credits.**

Phase two of Analytics Program capstone. Course focuses on unrealized opportunities for using data for strategic decision-making, and the intense problem solving faced by corporate managers and analysts. Data sets from human resources, finance, marketing, operations, shipping and logistics, and production are analyzed. Students articulate the nature, relevance and context of a data problem, related research questions, methods, and results in a video presentation.

**ANLT 593. Analytics Capstone III (Project Execution). 2 credits.**

Phase three of Analytics Program capstone. Students will execute a data analysis project for a company. Students work with a corporate partner to analyze a current business problem and review internal data needed to find a solution. Students will interact virtually with corporate stakeholders.

**ANLT 594. Analytics Capstone IV (Project Finalization and Reporting). 1 credit.**

Phase four of Analytics Program capstone. Course focus is production of a major research project utilizing knowledge, skills and techniques from previous coursework. Students select topic, gather data, use library resources for literature review, use R as a base of data analysis, and write solution paper for publication in data, analysis, or business journal. Projects presented to panel of faculty and industry experts.

**EDUC 510. Topics in Human Development and Learning Theory. 1-3 credits.**

Connects human development and learning theory to classroom practice and the academic and social needs of P-12 students. Emphasizes social, moral, and psychological development issues affecting instruction. Contains a research and practice component, but specific prerequisites vary by section.

**EDUC 512. Leadership for Student Learning and Development. 3 credits.**

Participants will be able to articulate a school-wide vision for student learning and achievement and a school vision for learning and achievement. Addresses research based instructional/behavioral strategies, data-driven decision making, and professional development. Open to interested non-degree seeking individuals.

**EDUC 520. Topics in Effective Pedagogical Practices. 1-3 credits.**

Designed to facilitate the application of theory to practice in instructional design. Emphasis placed on teacher decision-making, instructional effectiveness, student interaction, and evaluative processes. All courses have a research and practice component but specific prerequisites vary by section.

**EDUC 525. Reading Development and Strategies across the Content Areas. 4 credits.**

Provides endorsement candidates with an overview of the development of language arts and reading skills and curriculum in elementary and secondary schools. Presents instructional strategies that enhance students' literacy learning across the content areas K-12 and for teaching linguistically and culturally diverse students. Required for Ohio Reading Endorsement. Online.

**EDUC 526. Supervision and Instructional Leadership. 3 credits.**

Candidates examine their strengths/weaknesses with regard to the skills and procedures the literature suggests are central to supervision, observation, evaluation, and professional development. A philosophy of supervision and leadership is developed and articulated. Open to interested non-degree seeking individuals.

**EDUC 528. School Finance and Human Resources. 3 credits.**

Introduction to the concepts and issues related to public school finance and fiscal control and district/building employees. Focuses on historical, technical, and legal aspects of school finance; implications on instruction and staffing; sources of revenue; and current issues and challenges in school finance and human resources. Open to interested non-degree seeking individuals.

**EDUC 530. Topics in Curriculum. 1-3 credits.**

Focuses on the development, organization, and assessment of curriculum and materials as well as skills needed by teachers as curriculum planners. Includes a research and practice component but specific prerequisites vary by section.

**EDUC 532. School Law. 3 credits.**

Provides an in-depth examination of federal and state school law for educational leaders addressing legal issues that impact the operation of public schools such as school organizational structures, federal and state systems, teacher rights, rights of students with disabilities, instructional issues, and tort liability. Open to interested non-degree seeking individuals.

**EDUC 534. History of Literacy Instruction: Policy and Politics. 3 credits.**

Examines the history and politics leading up to the current issues facing literacy educators. Possible topics: early or adolescent literacy, teacher education, assessment (e.g., PARCC or AIR assessment, the Third Grade Guarantee), reading instructional models, poverty, and stratification of education. Candidates will take action on a personally relevant literacy issue. Open to interested non-degree seeking individuals.

**EDUC 535. Assessment and Strategies for Students with Literacy Difficulties. 3 credits.**

Examines theories and research concerning reading and writing assessment and instruction with a focus on the diverse needs of learners. Current best practices related to oral language, concepts of print, phonological/phonemic awareness, alphabetic principle, phonics and decoding, fluency, vocabulary, comprehension, spelling, or writing. Includes a 25-hour field experience. For candidates with this deficiency in reading core courses.

**EDUC 536. Writing for Teaching and Learning. 3 credits.**

Presents theory, current research, and Common Core connections underlying writing instruction. Encourages development of personal expertise by writing for different purposes and audiences using a variety of formats and genres. Provides ways to motivate, instruct, and assess students' writing. Open to interested non-degree seeking individuals.

**EDUC 537. Community Relations. 3 credits.**

Provides opportunities for participants to prepare communication for internal and external stakeholders using a variety of media (television, newspaper, and the internet), evaluate school publications, and develop a communication plan designed to promote community relations. Addresses effective communication with internal and external stakeholders in a variety of situations. Open to interested non-degree seeking individuals.

**EDUC 539. The Principalship. 3 credits.**

Presents the educational leadership skills necessary for successful principals at the K-12 levels. Provides candidates with conceptual base from which they can develop educational leadership skills necessary to function effectively as a principal. Connects the skills acquired in this course to other courses required for the principal licensure. Prerequisite: Completion of EDUC 512, EDUC 526, EDUC 528, EDUC 532, EDUC 537, and EDUC 581 and/or transcript review by the graduate program director.

**EDUC 550. Professional and Ethical Issues in Education. 3 credits.**

Explores philosophical and pragmatic issues affecting teacher leadership. Includes case history analysis, examination of philosophy and history of teacher professionalization efforts, critique and analysis of research articles, and formulation of professional development plans. Open to interested non-degree seeking individuals.

**EDUC 560. The Sociology of Educational Change and School Renewal. 3 credits.**

Provides the sociological and historical backgrounds for examining and analyzing school reform/renewal models based on current research about assessment, outcomes, and implementation processes. Connects to personal and local circumstances and to the institutional cultures that support personal and building-wide educational change. Open to interested non-degree seeking individuals.

**EDUC 570. Approaches to Working with Diverse Communities. 3 credits.**

Focuses on the examination and analysis of diversity in personal and educational contexts. Examines diversity as it applies to teachers, students, administrators and staff as well as the various populations in the broader school community. A case study analysis will be developed. Open to interested non-degree seeking individuals.

**EDUC 581. School Leader Internship I. 3 credits.**

Candidates synthesize and apply skills and knowledge gained during their graduate leadership courses and wisdom of practice. Requires 105 clock hours in a variety of activities aligned with leadership standards and supervised by an on-site mentor and a Wittenberg University faculty member. For candidates seeking graduate degree in leadership and/or working toward principal licensure. Prerequisite: Completion of EDUC 512, EDUC 526, EDUC 528, EDUC 532, EDUC 537.

**EDUC 582. School Leader Internship II. 3 credits.**

Capstone experience for principal licensure-seeking candidates. Requires 120 clock hours in a variety of activities aligned with building principal standards. Up to one year to complete the requirements for the course working with an on-site

mentor and a Wittenberg University faculty member. Increasingly complex leadership responsibilities will be required. Prerequisite: successful completion of all courses in leadership program and EDUC 539 The Principalship or taken concurrently with EDUC 539.

**EDUC 585. Research and Advanced Study of Language Arts and Reading. 4 credits.**

Provides endorsement candidates the opportunity to deepen and extend their knowledge of the theory, practices, and principles underlying effective language arts and reading instruction in grades K-12. Fieldwork will involve an action research project with 30 hours of classroom instruction related to a selected literacy topic. Required for Ohio Reading Endorsement.

**EDUC 590. Reading and Synthesizing Teacher Research. 3 credits.**

Introduction to teacher research, APA format, and elements of teacher research: identifying a research interest, reviewing research literature, writing a problem statement, and developing a research question. Results in a draft of chapters one and two of the Master's Thesis and the beginning of a research plan. Prerequisite: any of the following courses: EDUC 550, EDUC 560, or EDUC 570.

**EDUC 595. Planning and Implementing Teacher Research. 3 credits.**

Continues the development of the master's thesis. Focuses on research methodology, data collection instruments and methods, and quantitative and qualitative analysis of data. Results in draft of chapters 1-3 of thesis and IRB proposal. Prerequisite: EDUC 590.

**EDUC 600. Directed Research. 1-3 credits.**

Completion of research project and written thesis with assistance of thesis chair and committee. Culminates in defense of thesis and submission of written thesis. Initial registration requires enrollment for 3 semester credits. Subsequent registrations for variable credit (1-3) are required if needed to successfully complete the research project. Prerequisites: EDUC 550, EDUC 560, EDUC 570, EDUC 590, and EDUC 595.

**EDUC 605. Practicum in Reading. 4 credits.**

Applying knowledge of informal and formal evaluation instruments for diagnosing reading ability and disability with students. Learning to plan appropriate intervention experiences for struggling students. Fieldwork will involve individualized instruction and 70 hours of one-on-one tutoring with a younger and older student and completion of time log and tutoring plans. Required for Ohio Reading Endorsement.



## MASTER OF ARTS IN ATHLETIC COACHING

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### **HSS 500. Principles of Coaching. 2 credits.**

This course is designed to promote critical thinking, problem solving and use of current training and teaching theories for best practice in coaching across all levels, to promote athletes' growth, development, and learning, while teaching age-appropriate skills. Includes methods of teaching technical, tactical, and sport management skills, and analysis of National Coaching Standards.

### **HSS 502. Research Methods. 2 credits.**

This course is designed for coaches to develop an understanding of the relationship between research and the practice of coaching. The goal is for participants to improve their ability to find, read, and interpret information as well as gaining insight into problem solving and critical thinking through research.

### **HSS 510. Legal Aspects of Sport. 2 credits.**

In today's legal landscape, coaches and administrators need to understand the issues of law that affect their current or prospective employment. Legal concerns will be inextricably linked to his/her managerial responsibilities. This course involves the analysis of legal aspects of sport administration and coaching, including liability, application of sport law and risk management.

### **HSS 512. Ethics in Sport. 2 credits.**

This course focuses on normative theories of moral reasoning, ethical and unethical behavior in sport. Issues addressed in the class will include moral considerations of sport, sportsmanship, use of drugs, and equality in sport (gender, race, ability). Students will examine how values are communicated, and how to facilitate positive social and emotional growth. Students will develop their own philosophy of coaching and examine ethical dilemmas in sport.

### **HSS 520. Psychology of Coaching. 4 credits.**

Sport psychology principles are applied to provide an in-depth understanding of the psychology of coaching practices for optimal athletic development and performance, as well as predicting behavior within the sport environment.

### **HSS 522. Sociology of Coaching. 2 credits.**

This course examines the sociological factors that practitioners need to understand in order to be successful and knowledgeable when coaching individuals and teams in various environments. Topics such as culture, class, race, gender, age, conflict, identity, deviance, violence, and parental involvement, are addressed and discussed.

### **HSS 530. Athletic Administration. 2 credits.**

This course will explore concepts related to planning, organizing, directing, controlling, budgeting, leading, and evaluating within the context of sport or physical activities.

### **HSS 532. Leadership in Athletics. 2 credits.**

This course reviews contemporary theories related to management and leadership, and discusses their application to sports coaching. Leadership, management and communication skills are discussed, examined and implemented within the sport environment.

### **HSS 540. Athletic Finance. 2 credits.**

This course is structured to guide coaches through all facets of the financial governance of a sports program. The class will analyze theories of athletic finance, strategic planning models, and program/facility management. There is no pre-requisite for this class other than good standing in the MA program.

**HSS 542. Special Events and Facility Management. 2 credits.**

This course presents and analyzes the principles and practices related to effective event and facility management. The unique aspects of special events are analyzed. Models of event planning, sport facility finance and management will be discussed. There will be an examination of new as well as existing facilities and the management of sport venues. Discussions will center on issues identified in the peer-reviewed literature as essential to the understanding of special events & sport facility management.

**HSS 550. Sport Medicine and Performance. 2 credits.**

This course helps coaches to understand the gap among science, sports performance, and safety during exercise training and competition. Course materials include brief introduction to acute and chronic physiological adaptations in human body to exercise training and different environments. The course will also present the strategies to optimize sport performance and to ensure the safety of the athletes during training as well as competition from a science and research based approach.

**HSS 552. Theory and Applied Practice of Strength and Conditioning. 2 credits.**

This course will examine how coaches can create and apply strength training and conditioning to improve performance. The course is designed to develop training programs for specific athletes/sports at certain times of the year. The syllabus will include performance-enhancing substances, diet, exercise techniques for lifting and spotting, and sport-specific testing guidelines.

**HSS 554. Advanced Practice of Care and Prevention of Athletic Injuries. 2 credits.**

Students will learn the role and responsibilities of an athletic trainer in a team and the basic physical evaluation and taping skills, and care of injured athletes. Attention includes basic principles in the prevention, recognition, evaluation, and treatment of athletic injuries and illness. Taping skills, and bandaging and strapping skills will be presented and practiced. Meanwhile, the concept of injury prevention, such as preparation for training, during training, and post training recovery, is an important component in this course.

**HSS 560. Theory of Coaching Team Sports. 2 credits.**

This course will guide the students through all aspects of coaching a team, from technical and tactical training to planning and organizing a practice, a week, and a season. Emphasis will be placed on working in a group setting and dealing with different needs and cooperative facets of team play. Students will be expected to define their philosophy, identify their objectives, and determine their coaching style. They will learn how to become skilled communicators, motivators, and teachers by relaying a positive management style.

**HSS 562. Theory of Coaching Individual Sports. 2 credits.**

This course will guide the students through all aspects of coaching an individual, from technical and tactical training to planning and organizing a practice, a week, and a season. Emphasis will be placed on working with an individual or small group, and developing sport-specific technical and tactical skills. An intense attention to detail will be expected when working with a 1 on 1 situation. Students will be expected to define their philosophy, identify their objectives and determine their coaching style. They will learn how to become skilled communicators, motivators, and teachers by relaying a positive management style.

**HSS 599. Capstone/Directed Research. 4 credits.**

This is the capstone that can be experiential in nature, or theoretically based. Research activities will lead to a research paper/thesis, or equivalent scholarly project, such as, a professional portfolio. It could also include credit for project based coaching experience.