

STUDENT HANDBOOK
Master of Arts in Education
Wittenberg University

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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 154 full-time members. The Education Department includes 11 full time faculty with expertise in special education, math and science education, literacy, curriculum and instruction, and ethics and philosophy. Situated at the edge of Springfield Ohio in close proximity to Dayton and Columbus, Wittenberg allows for many educators and youth advocates to take part in 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

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 masters 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:

- A. 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

- B. 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 a research thesis which directly affect student learning

- C. Dispositions (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

Time and Place

The majority of the graduate level classes, seminars, and conferences will take place on Wittenberg's campus, making particular use of Blair Hall and Hollenbeck Hall. Wittenberg follows a semester calendar. Candidates can take classes during those semesters and in a summer semester that extends generally from the beginning of June through the end of July. The Education Department makes efforts to hold classes at times conducive to the needs of practicing educators. Particular class times and room locations will vary and are available through the Education Department on Wittenberg's campus or on line at www.wittenberg.edu.

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 from an institution accredited at least at the state and regional level,
2. Have attained a baccalaureate cumulative average of 3.0 or higher on a 4 pt. scale.
3. Have completed one year of teaching,
4. Submit three references from qualified professionals,
5. Complete an application process that includes a personal interview and a writing sample.

We expect each year to admit 15 to 20 candidates to the degree program with the selection process taking place as applications are received.

Admission as a Non-Degree Candidate

Candidates are required to register each semester using a registration form available through the Education Department. To receive graduate credit, candidates must have at least a baccalaureate degree from an approved college or university.

Non-degree candidates are eligible to enroll in all of the courses of the graduate program on a space-available basis. Degree-seeking candidates will have priority.

Note: Successful completion of core courses is no guarantee of admittance to the Master of Arts degree program. Acceptance to the degree program is dependent upon several criteria. Admission to the degree program is usually granted before course work begins.

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, admissions, 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 Title IX institutional compliance and should be contacted if students have questions or wish to file a complaint.

Grading System

The letter grades of A, B, C, D, NC (no credit), S (Satisfactory), and F are awarded by instructors and describe the candidate's performance relative to 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 (Withdraw) may also be given under appropriate circumstances.

Performance	Grade	Quality Points
Outstanding	A+	4.000
	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 semester, when work is not completed because of illness or other circumstances beyond the control of the candidate. A mark of I must be removed no later than the end of the eighth week of the next semester in attendance or it automatically becomes an F. A course for which I is given shall not be included in calculation of the candidate'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 semester, for certain kinds of work, or courses, which may properly carry over for more than one semester or summer semester. Candidates should register each semester as the work is being completed. 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 candidate's GPA until the grade X is replaced by a final grade.
- The grade of W (Withdrawal) is given upon notification by the Registrar of the dropping of a course by the date published in the current course listing.

Assessment of Master's Thesis

The successful completion and defense of the master's thesis is required to earn a Master of Arts degree at Wittenberg University. Candidates should refer to the "Thesis Submission Guide" for information about preparing and submitting their work. Each of the members of the thesis committee evaluates the candidate's scholarship using the rubric included in the guide materials. The committee will meet following the thesis defense to come to a common determination of whether the candidates receive a "Pass" or "Pass with Distinction" for their work.

Pass/Fail

The Pass/Fail option is reserved for specific professional development 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. Education 600: Directed Research is also evaluated on a pass/fail basis with completion of the course contingent on successful completion and defense of the master’s thesis.

Academic Probation Policy

Degree seeking candidates must maintain a 3.00 grade point average in all coursework taken for graduate credit. No more than six (6) semester hours of “C” work or below is permitted if the candidate is to remain in the program. Candidates are responsible for keeping apprised of their academic status by referral to the final grade reports and to the permanent record on file in the Registrar’s Office.

Whenever the cumulative grade point average for courses taken for graduate credit by a graduate candidate falls below a 3.00, the candidate’s status for the next semester in attendance becomes “on academic probation”. The candidate should meet with his or her advisor. The following conditions apply:

1. A graduate candidate on academic probation may be restored to good academic standing by achieving a GPA of 3.00 in graduate work completed at Wittenberg. The candidate who is not restored to good academic standing by the end of two semesters will be declared ineligible to enroll.
2. While on academic probation, a graduate candidate must achieve a 3.00 semester grade point average in order to enroll in the ensuing semester.
3. A candidate who receives a grade of “C” for more than six (6) hours of credit must retake one of the courses in which the “C” was received and receive a grade of at least “B” on the course before being eligible to graduate.
4. In the case of ineligibility following academic probation, the graduate candidate may present a petition to the Director of Graduate Studies in Education to explain any extenuating circumstances affecting his or her performance. The petition will be reviewed by the Education Department faculty the semester in which it is received.

Transfer Policy

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

1. No more than eight semester hours may be transferred from another institution with the approval of the Director of Graduate Studies.
2. Credits to be transferred must fit either as equivalent to Wittenberg University courses or as appropriate electives. Credits cannot be transferred to apply to any of the core graduation requirements: Education 550, 560, 570, and 600.
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 for an institution other than Wittenberg University, 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 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.

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 toward the Master of Arts degree. (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 as outlined in the program.

Directed Research

Candidates must be enrolled in Education 600: Directed Research during the semester that they finish an approved thesis. Should a candidate not complete the research during the semester of enrollment, they will receive a "X" from the instructor. The course will be carried over into the semester immediately following at no additional charge. If the thesis is not completed by the end of the next semester, candidates will need to reapply following the same cycle and paying all necessary course fees.

Extension of the Six Year Time Limit

Failure to complete degree requirements within the six-year maximum 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 in Education. The Education Department faculty will act upon the petition.

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

Tuition and Fees

At the time of application to the program, candidates will be assessed a \$40.00 non-refundable application. Please refer to the posted charges for tuition information.

Payment of tuition must be made prior to the first class of each semester, even if you are receiving benefits from your employer for which you may be reimbursed at a later date. Candidates 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 Director of Financial Aid at 327-6406 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. Withdrawal through the Friday of the first week of class: 100%
2. Withdrawal after the Friday of the first week of class: no refund.
3. Official withdrawal requires submission of an Official Course Change (Drop/Add) form. Mere failure to attend does not constitute official withdrawal.

Master of Arts in Education Curriculum

The Master of Arts degree totals 36 semester hours including 16 hours of core courses, 16 hours of professional development courses, and 4 hours of Directed Research. Education 550 is a prerequisite to all other core courses. The professional development courses have no prerequisites, but candidates are required to take at least 4 semester hours in each of three designated categories: Topics in Human Development and Learning Theory, Topics in Effective Pedagogical Practices, and Topics in Curriculum.

After successful completion of the required core courses and after completing at least 10 hours of the professional development courses, candidates can conclude their program by successfully completing 4 hours of Directed Research and by defending a research thesis.

Required Courses

- Core Courses: Education 550, 560, 570, 580, and 600.
- Professional Development courses totaling 16 hours with at least 4 semester hours selected from each of the three designated categories: Education 510, 520, and 530.
- Education 600: Directed Research.

Technology Requirements and Expectations

All candidates will have access to university email accounts and access via Wittenberg's computer network to web resources and the libraries electronic resources. The research requirements of the program will require familiarity with these resources and their extensive use. In addition to the research and web-based learning employed throughout the program, candidates will be expected to take at least one technology-intensive course in which computer resources form a basis for enhancing and enriching teaching and learning and in which models of effective use are taught. These courses will be specially designated with a "T".

Procedures for Successful Completion of Directed Research

To fulfill degree requirements candidates must complete Education 600 and an approved research thesis following the steps below. Candidates should consult the "Thesis Submission Guide" for information about preparing the thesis.

1. Prepare a preliminary thesis proposal following department guidelines. The proposal will be developed in consultation with a faculty advisor.
2. Establish a Thesis Committee which must include three members including the participant's advisor, one other member of the Education Department, and one other professional working either at Wittenberg University or in P-12 schools. The committee serves as the primary source of evaluation for the candidate's thesis.
3. Defend the thesis successfully before the Thesis Review Committee.
4. Upon completion of the thesis, submit two bound copies of the thesis to the Director of Graduate Studies.

Course Descriptions

Professional Development Courses

Education 510: Topics in Human Development and Learning Theory
1 - 4 semester hours

Specified study in the field of human development and learning theory as it relates to classroom practice and the academic and social needs of P-12 students. Emphasis will be placed on the

social, moral, and psychological development issues affecting instruction. All courses have a research and practice component, but specific prerequisites vary by section. Candidates enrolled in Wittenberg University's Master of Arts in Education program are required to take a minimum of four hours of course work from this area. No prerequisites.

Education 520: Topics in Effective Pedagogical Practices

1 - 4 semester hours

Designed to facilitate the application of theory to practice in instructional design. Emphasis will be placed on teacher decision making, instructional effectiveness, candidate interaction, and evaluative processes. All courses have a research and practice component but specific prerequisites vary by section. Candidates enrolled in Wittenberg University's master of arts program are required to take a minimum of four hours of course work from this area. No prerequisites.

Education 530: Topics in Curriculum

1 - 4 semester hours

Specified study in the development, organization, and assessment of curriculum and materials. Emphasizes leadership skills as related to the responsibilities of teachers as curriculum planners. All courses have a research and practice component but specific prerequisites vary by section. Candidates enrolled in the master of arts in Education program are required to take a minimum of four hours of course work from this area. No prerequisites.

Core Courses

Education 550: Professional and Ethical Issues in Education

4 semester hours

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. As the introductory course in the Master of Arts program, this course must be taken prior to any of the other required core courses (560, 570, 580).

Topics:

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

Education 560: The Sociology of Educational Change and School Renewal

4 semester hours

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. Prerequisite: Education 550.

Topics:

- Sociology and Politics of Educational Change
- School Renewal Approaches
- Building Supportive Institutional Cultures
- Teacher Leadership in School Renewal
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Education 570: Approaches to Working with Diverse Communities
4 semester hours

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. Prerequisite: Education 550.

Topics:

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

Education 580: Methodological Approaches to Teacher Research and Inquiry
4 semester hours

The major purpose of this course is to help participants identify research interests, determine strategies, and form designs to complete a research thesis. 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 theory 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 proposal with a relevant research design. Prerequisite: Education 550.

Topics

- Action Research Theory and Practice
- Qualitative and Quantitative Methodology
- Determining Research Questions and Proposals
- Forming Research Designs

Education 600: Directed Research
4 semester hours

Directed Research serves as the capstone experience in the master's program. Participants will work with individual advisors to craft and complete a substantial, high-quality research thesis. Although the completed theses will differ, they all must include a written research review. They must document the research process and assess the thesis's relevance, value, and significance. Passing the course requires a thesis proposal, the successful completion of the thesis, and an oral defense before a Thesis Review Committee. This committee will be composed of the participant's advisor, one other Education Department faculty, and one other professional working either at Wittenberg University or in P-12 schools. Prerequisites: 550, 560, 570, and 580.