GRADUATE STUDENT HANDBOOK
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Wittenberg University

Wittenberg University is a nationally recognized college for the liberal arts and sciences affiliated with the 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 140 full-time members. The Education Department includes 10 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 master's 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 research projects which directly affect student learning

C. 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

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. 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 graduate 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 www5.wittenberg.edu/academics/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 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,
4. Submit three references from qualified professionals,
5. Complete an application process that includes a personal interview and a writing sample.
**Admission as a Non-Degree Student**

Candidates are required to register each term using a registration form available through the Education Department and online at www5.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 all of the courses of the graduate program on a space-available basis. Degree-seeking students 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.

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

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**Course Registration**

An online course registration form needs to be completed and returned to the Education Department’s Administrative Assistant or Director of Graduate Studies by the close of the registration period. Late registrations must be accompanied by an add slip, found in Education Department main office. Candidate’s withdrawing from a course must complete a “drop slip,” found in the Education Department main office, and submit it to the registrar’s office after obtaining appropriate signatures.

**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 (Withdraw) may also be given under appropriate circumstances.
### Performance Grade Quality Points

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<thead>
<tr>
<th>Performance</th>
<th>Grade</th>
<th>Quality Points</th>
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<tbody>
<tr>
<td>Outstanding</td>
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<tr>
<td></td>
<td>A-</td>
<td>3.667</td>
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<tr>
<td></td>
<td>B+</td>
<td>3.333</td>
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<tr>
<td>Good</td>
<td>B</td>
<td>3.000</td>
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<tr>
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<td>B-</td>
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<td>C+</td>
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<td>Adequate</td>
<td>C</td>
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<td>C-</td>
<td>1.667</td>
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<td>D</td>
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<tr>
<td></td>
<td>D-</td>
<td>0.667</td>
</tr>
<tr>
<td>Failure</td>
<td>F</td>
<td>0.000</td>
</tr>
</tbody>
</table>

- 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 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 after the fifth week and through the tenth week of the semester.

### 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 Project Preparation Guide” for information about preparing and submitting their work. Each member 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.

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 of graduate transfer credit may be applied to a Wittenberg degree. 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 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. (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.

**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 candidate will be required to enroll in Education 600 for a minimum of 1 credit hour for each academic semester (Fall and Spring) following the initial enrollment in Education 600 until the thesis is completed. If the candidate does not continue to enroll in Education 600, the candidate will be dropped from the program and will need to reapply to the program paying application fee and if accepted, register for Education 600 for 4 semester credits.

**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 semesters, 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 Graduate Student Handbook.

**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 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.

**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. Withdraw through the Friday of the first week of class: 100%
2. Withdraw 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 9 semester hours of core courses, 4 semester hours of research courses, 4 semester hours of Directed Research, 9-12 hours of focused inquiry courses, and 7-10 hours of professional studies courses. Education 550 is a prerequisite course to all other required 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 at least 10 hours of focused inquiry and professional studies course, candidates can conclude their program by successfully completing 4 hours of Directed Research and by defending a research thesis.

Required Courses

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

Cohorts

The Master of Arts degree program offers a cohort design for candidates interested in a specific focus of study (e.g., diverse learners, math and science, literacy). Groups of graduate students interested in the same area of study enter the program as a cohort. The focus and start dates for each new cohort are determined by the Graduate Committee and the Education Department faculty according to the resources of the department and the needs of the community determine cohorts. The planned sequence of courses in the cohort program is designed to guide candidates through degree completion in years. Cohort members take all core, research, and focused inquiry courses as a group. Professional studies are the candidates’ elective courses. Summer study is required for cohort members, as core, research, or focused inquiry courses are offered at that time. A typical cohort schedule would consist of approximately 6 hours each semester (fall, spring, and summer) for two years.

Technology

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.
**Procedures for Successful Completion of Directed Research**

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

1. 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.
2. Prepare a preliminary thesis proposal following department guidelines. The proposal will be developed in consultation candidates thesis committee.
3. Conduct proposed project and prepare written results.
5. Upon completion of the thesis, submit two bound copies of the thesis to the Director of Graduate Studies.

**Course Descriptions**

*Focused Inquiry and Professional Studies Courses*

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

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

**EDUC 530: Topics in Curriculum**  
*1 - 3 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

**EDUC 550: Professional and Ethical Issues in Education**
3 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).

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 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
EDUC 570: Approaches to Working with Diverse Communities
3 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

Research Courses

EDUC 590: Reading and Writing for Action Research
2 semester hours

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: EDUC 550.

EDUC 595: Planning and Implementing Teacher Research
2 semester hours

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
4 semester hours

Directed Research serves as the capstone experience in the Master of Arts in Education degree. Candidates will work with their Thesis Committee to craft and complete a substantial, high-quality research project. Although the completed projects will differ, all must include a written review of the literature pertaining to the candidate(s)’s research
topic. The candidate(s) must document the research process and address the project's relevance, value, and significance. See the Thesis Project Preparation Guide for details on the completion of the project. This course entails completion of the project proposal, successful completion of the research, and an oral defense before the Thesis Committee. Initial registration for EDUC 600 requires enrollment for 4 semester credits. Prerequisites: 550, 560, 570, 590, and 595.
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:  
Graduation date:

Term(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 Graduate Studies Signature  Date