

2022-2023 GRADUATE ACADEMIC CATALOG

Wittenberg University

TABLE OF CONTENTS

INTRODUCTION

COURSE LISTING	14
COURSE REQUIREMENTS.....	14
MASTER OF ARTS IN SPORT ADMINISTRATION	16
ADMISSION REQUIREMENTS	16
REQUIREMENTS FOR DEGREE	16
COURSE LISTING	16
COURSE REQUIREMENTS.....	16
POST-MASTER'S CERTIFICATE IN NURSING EDUCATION	17
LEARNING OUTCOMES	17
ADMISSION REQUIREMENTS	17
REQUIREMENTS FOR CERTIFICATE.....	17
COURSE LISTING	17
COURSE REQUIREMENTS.....	17
COURSE DESCRIPTIONS	18
MASTER OF SCIENCE IN ANALYTICS	18
MASTER OF ARTS IN EDUCATION.....	20
MASTER OF ARTS IN SPORT ADMINISTRATION.....	24
POST-MASTER'S CERTIFICATE IN NURSING EDUCATION.....	27

REGISTRATION & TUITION

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

A faculty advisor is assigned to each entering graduate student. This role is typically filled by the 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

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 INSTITUTION

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

DEACTIVATION

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 placed on [Academic Probation](#) or [Academic Suspension](#) will be automatically deactivated.

COURSE CREDIT, GRADING SCALE, AND ACADEMIC STANDARDS

COURSE CREDIT

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

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

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

MASTER OF SCIENCE IN ANALYTICS

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

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

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

Master of Science in Analytics Course Descriptions begin on [page 18](#) of the Catalog.

COURSE REQUIREMENTS

Master of Science in Analytics – 33 credits

- 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 T&c000009912 0 612 792 reW* nBT/F1 10.98 Tf1 0 0 1 54 117.02 TMar41s((612 7ETSi4 112 7* nBT/F1 1

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 practical learning experiences. 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 OUTCOMES – *Graduates will be able to:*

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

ADMISSION REQUIREMENTS

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,
- 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

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:

- Maximum of six (6) credits transferred into program
- 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

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

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

COURSE REQUIREMENTS

MASTER OF ARTS DEGREE IN EDUCATION – 36 credits total

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

-

OHIO READING ENDORSEMENT – 13 (or 16*) credits

Admission requirements:

- Ohio 12-hour Reading Core;
- Three credit (or more) Phonics course or EDUC 515*;
- Completed teacher education program or related program from an institution accredited at the state and regional level;
- Completed baccalaureate cumulative GPA of 3.0 or higher on a 4-point scale
- One year of teaching or other relevant professional work

Required Courses:

- EDUC 515 Teaching Phonics and Writing* (unless transferred) – 3 credits
- EDUC 525 Content Area Literacy – 4 credits
- EDUC 585 Foundations of Reading: Theory and Application – 4 credits
- EDUC 605 Reading Assessment and Intervention – 4 credits
- EDUC 610 Reading Endorsement Practicum – 1 credit

MASTER OF ARTS IN SPORT ADMINISTRATION

Wittenberg's Master of Arts in Sport Administration program is designed to provide students with vital skills and insightful knowledge to become strong leaders in the challenging and rapidly changing environments of sport administration—whether as a coach, sport program director, athletic administrator, or in a variety of sport career opportunities.

ADMISSION REQUIREMENTS

Admission to the Master of Arts in Sport Administration 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

The candidate for the Master of Arts in Sport Administration 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.)

COURSE LISTING

Master of Arts in Sport Administration Course Descriptions begin on [page 24](#) of the Catalog.

COURSE REQUIREMENTS

Master of Arts in Sport Administration

Individuals prepared as nurse educators are expert scholars who teach the next generation of nurses grounded in evidence-based knowledge, focused on health outcomes, with classroom leadership and management skills. Organizations such as

COURSE DESCRIPTIONS

MASTER OF SCIENCE IN ANALYTICS

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

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

MASTER OF ARTS IN EDUCATION

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.

The course serves as one of the professional studies courses for the graduate program's teacher leader degree-seeking cohort. The course is designed for participants to articulate a school-wide vision for student learning and achievement. Participants will acquire the knowledge, skills and understanding to provide purpose and direction to the articulation of a school vision for learning and achievement. Attention will be paid to the development of a plan for school-wide change. The course will address research based instructional/behavioral strategies, data-driven decision making, and professional development in relation to student learning and development. This course is also open to interested graduate students who are not part of the principal licensure program.

EDUC 515. Teaching Phonics for Reading and Writing. 3 credits.

This course introduces students to the developmental nature of reading and writing with an emphasis on the importance of decoding in relation to fluency and comprehension. The course focuses on the related cueing systems that children use as they read a text: graphophonic, syntactic, and semantic. Students will learn about the key concepts of reading (i.e., concepts of print, phonological/phonemic awareness, alphabetic principle, phonics, morphology) and orthography (i.e., alphabet, pattern, meaning). This course can be taken or transferred in as long as it addresses at least 75% of the Student Learning Outcomes addressed in EDUC 515.

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 in10(s792 re 0 1 572.64 386.86 Tm0)13(a)4(n)11143(l)#000valh80 1 572.64 386.86 Tr

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

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

This course serves as a core course for the graduate program. The course explores philosophical and pragmatic issues affecting teacher leadership. Includes analysis of ethical scenarios, examination of philosophy and history of teacher professionalization efforts, critique and analysis of research articles, critical self-reflection, and formulation of professional development plans.

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

This course provides participants with the sociological and historical background for examining school reform/renewal models. In analyzing these models, participants will consider current research about assessment, outcomes, and implementation processes. Connections will be made to personal and local circumstances and to the institutional cultures that support personal and building-wide educational change. The course ideally builds upon EDUC 550 since that course explored the philosophical foundations vital for teaching and personal growth. This course explores the social context for the same goals. This course will also help participants begin to think about specific topics for research and provide a strong theoretical foundation for potential research questions.

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

This course focuses 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.

EDUC 581. School Leader Internship I. 3 credits.

In this capstone experience, principal licensure candidate will be expected to spend 105 clock hours in a variety of settings (approx. 10 hours per week for an entire semester). Teacher Leader Endorsement candidates will be expected to spend a minimum of 50 clock hours in a variety of activities. In many cases interns will work with 615.04 Tm910.98 Tf1m910.98 Tf1m910

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

This course provides participants with an introduction to teacher research, APA format, and teacher research. Participants

MASTER OF ARTS IN SPORT ADMINISTRATION

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

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

HSS 598. Capstone II Research Implementation, Analysis, and Dissemination. 2 credits.

The capstone project can be experiential in nature, or theoretically based. Students will implement a project using design and methodology established in Capstone I (HSS 597), culminating with the dissemination of information gathered from the project in a thesis or equivalent scholarly project. Prerequisite: HSS 597.

