2024-2025 GRADUATE ACADEMIC CATALOG

Wittenberg University

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INTRODUCTION

Welcome to 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

Wittenberg currently offers three innovative Master's Programs:

Master of Science in Analytics

Master of Arts in Education

Master of Arts in Sport Administration

Wittenberg also offers a **Post-Master's Certificate in Nursing Education**

ADMISSION

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

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

ADMISSION MATERIALS

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

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 credits in order to transition to regular student status. Students failing to maintain a 3.000 cumulative grade point average after completing six consecutive credits 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

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 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

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 credits per term (fall and spring) and remain in good academic standing to maintain their GA benefits.

REGISTRATION PROCEDURES

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 Self-Service.

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

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 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 deactivated must reapply to the graduate program. If the application is approved, the Registrar's 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

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

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, for example, 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

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

INCOMPLETE & WORK IN PROGRESS

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

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

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

At the end of each semester, students may view their grades in their Self Service portal.

TRANSCRIPTS

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

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

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, or 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

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

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

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

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

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

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 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 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.

This degree program is offered 100% online.

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

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

Leadership Focus – 18 credits

- EDUC 512 Leadership for Student Learning & Development – 3 credits
- EDUC 526 Supervision and Instructional Leadership – 3 credits
- EDUC 528 School Finance and Human Resources – 3 credits
- EDUC 532 School Law – 3 credits
- EDUC 537 Community Relations – 3 credits
- EDUC 581 School Leader Internship I – 3 credits

PRINCIPAL LICENSURE – 6 Credits

Open to students with an earned master's degree in Education with a focus in leadership (or a Master's in Education with courses equivalent to EDUC 512, EDUC 526, EDUC 528, EDUC 532, EDUC 537, and EDUC 581)

- EDUC 539 The Principalship – 3 credits
- EDUC 582 School Leader Internship II – 3 credits

TEACHER LEADER ENDORSEMENT – 9 credits

Open to students with an earned master's degree in Education

- EDUC 512 Leadership for Student Learning & Development – 3 credits
- EDUC 526 Supervision and Instructional Leadership – 3 credits
- EDUC 581 School Leader Internship I – 3 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.
This degree program is offered 100% online.

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 – 32 credits

Required Courses– 22 credits

- SPRT 500 Principles of Coaching – 2 credits
- SPRT 502 Research Methods – 2 credits *OR* EDUC 590 Reading and Synthesizing Teacher Research– 3 credits
- SPRT 510 Legal Aspects of Sport – 2 credits
- SPRT 512 Ethics of Sport – 2 credits
- SPRT 520 Psychology of Coaching – 4 credits
- SPRT 522 Sociology of Coaching – 2 credits
- SPRT 530 Athletic Administration – 2 credits
- SPRT 532 Leadership in Athletics – 2 credits
- SPRT 597 Capstone I Research Design and Development - 2 credits
- SPRT 598 Capstone II Research Implementation, Analysis and Dissemination - 2 credits

Elective Courses – 10 credits

- SPRT 540 Athletic Finance – 2 credits
- SPRT 542 Special Events and Facility Management – 2 credits
- SPRT 550 Sport Medicine and Performance – 2 credits
- SPRT 552 Theory and Applied Practice of Strength and Conditioning – 2 credits
- SPRT 554 Advanced Care and Prevention of Athletic Injuries – 2 credits
- SPRT 560 Theory of Coaching Team Sports – 2 credits
- SPRT 562 Theory of Coaching Individual Sports – 2 credits
- SPRT 590 Independent Study in Athletic Coaching (1-4 credits; up to 4 credits may count toward program completion)

POST-MASTER'S CERTIFICATE IN NURSING EDUCATION

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 the Institute of Medicine, Robert Wood Johnson Foundation, and The Joint Commission (TJC) have called for radical transformation in educational programs and processes that serve to prepare these healthcare providers of tomorrow (AACN, 2019a). The missing link is the number of prepared nurse faculty members that are educationally prepared and ready to answer this call.

LEARNING OUTCOMES – *Students will be able to*:

- Apply components of the science of learning in teaching practice to identify linkages between learning and improved patient care.
- Identify innovative approaches to learning that improve clinical reasoning and judgment.
- Demonstrate accountability for decisions and actions in the implementation of evidence-based teaching.
- Embrace the core values of nursing education and the profession.
- Assume accountability for the quality of nursing education for a diverse student population in a variety of settings.
- Function as a professional role model for students.
- Collaborate with colleagues in the design, implementation, and evaluation of teaching strategies to ensure quality nursing education to a diverse student population.
- Collaborate with the intra/interprofessional efforts in scholarly inquiry for best practices in nursing education.

ADMISSION REQUIREMENTS

The candidate for the Post-Master's Certificate in Nursing Education must:

- Complete a Master's or Doctoral degree in Nursing.
- Submit an official transcript and copy of diploma.

REQUIREMENTS FOR CERTIFICATE

The candidate for the Post-Master's Certificate in Nursing Education:

- Must successfully complete the program as outlined with a minimum of 15 credits.
- Must earn at least a 3.000 grade point average in course work attempted.

COURSE LISTING

Post-Master's Certificate in Nursing Education Course Descriptions begin on **page 27** of the Catalog.

COURSE REQUIREMENTS

Post-Master's Certificate in Nursing Education – 15 credits

- NUR 651 The Academic Nurse Educator as the Facilitator of Learning – 4 credits
- NUR 652 The Academic Nurse Educator as the Facilitator of Learner Development and Socialization – 1 credit
- NUR 653 The Academic Nurse Educator's Role in Individual & Program Assessment & Evaluation Strategies – 4 credits
- NUR 654 The Academic Nurse Educator's Role in Continuous Quality Improvement – 1 credit
- NUR 655 The Academic Nurse Educator's Role in Curriculum Design and Evaluation of Program Outcomes – 4 credits
- NUR 656 The Academic Nurse Educator as Scholar, Provider of Service, and Leader – 1 credit

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 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.
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 interaction, and evaluative processes. All courses have a research and practice component but specific prerequisites vary by section.

EDUC 525. Content Area Literacy. 4 credits.
Provides reading endorsement candidates with K-12 instructional strategies that enhance students' literacy learning across the content areas. Special emphases on purposeful integration and comprehension of varied genres, particularly non-fiction texts; writing as a form of reading instruction; and evaluation of student learning. Topics will be applicable to linguistically and culturally diverse students. Required for Ohio Reading Endorsement.

EDUC 526. Supervision and Instructional Leadership. 3 credits.
The course serves as one of the professional studies courses for the graduate program's leadership degree-seeking cohort. The literature in teacher development strongly supports the need for regular and ongoing opportunities for observation and reflection. With changes in licensure levels and teacher evaluation methods, the intent and scope of quality teacher supervision is critically important. This course will help students examine their strengths and weaknesses regarding the skills and procedures the literature suggests are central to supervision, observation, and evaluation.

EDUC 528. School Finance and Human Resources. 3 credits.
The course serves as one of the professional studies courses for the graduate degree candidates seeking principal licensure or leadership degree. This course is designed to introduce the concepts and issues related to public school finance and fiscal control. The course will focus on the: history of school finance; legal basis for finance and court challenges; technical aspects of school finance; implication of financial decisions on instruction; sources of revenue—state, local, and federal support; and current issues and challenges in school finance. The course is also open to interested graduate students who are not part of the principal licensure program.

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.
The course serves as one of the professional studies courses for the graduate program's principal licensure program. The course serves as an in-depth examination of federal and state school law for educational leaders addressing legal issues that impact the operation of public schools. Candidates will evaluate school organizational structures, federal and state systems, teacher rights, rights of students with disabilities, instructional issues, tort liability, and equal opportunities in education. In addition, this course will require the candidate to gain an awareness of major legal resources and demonstrate the ability to use those resources. The course is also open to interested graduate students who are not part of the principal licensure program.

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.
The course serves as one of the professional studies courses for the graduate program's leadership degree-seeking cohort. The course provides opportunities for participants to prepare communication for internal and external stakeholders for a variety of media (television, newspaper, and the internet). Participants will evaluate school publications and develop a communication plan designed to promote community relations. The course will address effective communication with internal and external stakeholders and will prepare school leaders to communicate in a variety of situations (promoting student learning, seeking support, responding to the media, and managing a crisis). The course is also open to interested graduate students who are not part of the leadership program.

EDUC 539. The Principalship. 3 credits.
The course serves as one of the professional studies courses for the graduate program's degree candidates seeking principal licensure. This course will develop and nurture the educational leadership skills necessary to being a successful principal at the K-12 levels. This course will provide candidates with a conceptual base from which they can exert educational leadership, develop those technical skills necessary to function effectively as a principal, and identify and foster human skills associated with successful principals. Emphasis is also placed on relating skills acquired in this course to other courses required for the principal certificate. Prerequisite: satisfactory completion of master's degree in leadership or transcript review by the Director of Graduate Studies.

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 the administrators (or certified school leader) of the schools in which they teach and will be supervised by a Wittenberg University faculty member. Throughout the internship, the students will assume increasingly complex leadership responsibilities according to the key experiences needed for a school-based leader. The internship will include opportunities for reflection and personal growth through interaction with peers, faculty and site supervisors. Prerequisite: successful completion of leadership and graduate program courses or by special permission from the Director of Graduate Studies.

EDUC 582. School Leader Internship II. 3 credits.
This capstone experience of the graduate program's principal licensure-seeking program allows candidates to synthesize and apply skills and knowledge gained during their school leader studies and from their wisdom of practice. Candidates will be expected to spend 120 clock hours in a variety of settings (approx. 10 hours per week for approximately 6 months). Candidates will have up to one year to complete the requirements for the course. Candidates will work with a mentor (principal or certified school leader) of the schools in which they teach or in another school as agreed upon by the student and university. The candidate will also be supervised by a Wittenberg University faculty member. Over the internship, the candidates will assume increasingly complex leadership responsibilities according to the key experiences needed for a school leader. The internship will include opportunities for reflection and personal growth through interaction with peers, faculty, and site supervisors. Prerequisite: successful completion of all courses in leadership program and EDUC 539 or taken concurrently with EDUC 539.

EDUC 585. Foundations of Reading: Theory and Application. 4 credits.
Analysis of theory, practices, and principles underlying effective reading instruction for reading endorsement candidates. Topics include historical views of reading instruction as well as evidence accumulated through the Science of Reading regarding critical components of reading and effective instructional practices. Consideration also given to the role of ongoing professional learning. Required for Ohio Reading Endorsement.

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 will identify a research interest, conduct reviews of appropriate bodies of research literature, write a problem statement, and develop a research question. This preliminary work will result in a written introduction to the participant's Master's Thesis, a paper that will constitute a large portion of the Thesis Proposal and Chapter One of the Thesis. Participants will also be introduced to various research methodologies in order to begin to formulate a research plan. Prerequisite: 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. 3 credits.
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 a project proposal, the successful completion of the research project, and an oral defense before the Thesis Committee. Initial registration for EDUC 600 requires enrollment for 3 semester credits. Subsequent registrations for variable credit (1-4) are required if needed to successfully complete the research project. EDUC 600 is offered every semester. Prerequisites: EDUC 550, EDUC 560, EDUC 570, EDUC 590, and EDUC 595.

EDUC 605. Reading Assessment and Intervention. 4 credits.
Reading endorsement candidates will apply knowledge of formal and informal evaluation instruments for diagnosing reading ability and disability with K-12 students. Candidates will recognize specific reading disabilities and their overall impact on learning, and plan instruction accordingly. Includes extensive field placement involving 25 hours of 1-1 tutoring and advocacy for and communication with students and families. Required for Ohio Reading Endorsement.

EDUC 610. Reading Endorsement Practicum. 1 credit.
Reading endorsement candidates will apply knowledge of reading theory, assessment, and intervention through a 45-hour culminating classroom-based practicum. Includes use of print and digital texts that cross curricular domains and genres, are representative, and reflect students' cultures and interests to create a literate classroom environment. Candidates will advocate for and communicate with stakeholders effectively. Required for Ohio Reading Endorsement. Prerequisites: Completion of EDUC 525, EDUC 585, EDUC 605.

MASTER OF ARTS IN SPORT ADMINISTRATION

SPRT 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.

SPRT 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.

SPRT 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.

SPRT 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.

SPRT 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.

SPRT 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.

SPRT 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.

SPRT 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.

SPRT 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.

SPRT 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.

SPRT 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.

SPRT 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.

SPRT 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.

SPRT 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.

SPRT 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.

SPRT 590. Independent Study in Athletic Coaching. 1-4 credits.
Individual study mentored by a faculty member on a topic in Athletic Coaching beyond the scope of regular courses.

SPRT 597. Capstone I Research Design and Development. 2 credits.
The capstone project can be experiential in nature, or theoretically based. Research activities will lead to a proposal for a thesis, or equivalent scholarly project, such as a professional portfolio or a project-based coaching experience, building from an understanding of the standards of professional activity in Athletic Coaching. This course will focus on the selection of a topic, project design/proposal and literature review. Prerequisite: Either SPRT 502 or EDUC 590.

SPRT 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 (SPRT 597), culminating with the dissemination of information gathered from the project in a thesis or equivalent scholarly project. Prerequisite: SPRT 597.

POST-MASTER'S CERTIFICATE IN NURSING EDUCATION

NUR 651. The Academic Nurse Educator as the Facilitator of Learning. 4 credits.
Focuses on methods of creating an environment in classroom, laboratory, and clinical settings that facilitates student learning and the achievement of desired cognitive, affective, and psychomotor outcomes. No prerequisite; co-requisite NUR 652, offered in summer.

NUR 652. The Academic Nurse Educator as the Facilitator of Learner Development and Socialization. 1 credit.
Places emphasis on ways in which nurse educator's help students develop as nurses and integrate the values and behaviors expected of those who fulfill that role. No prerequisite; co-requisite NUR 651, offered in summer.

NUR 653. The Academic Nurse Educator's Role in Individual and Program Assessment and Evaluation Strategies. 4 credits.
Prepares the learner with a variety of strategies to assess and evaluate student learning at the individual and program levels in all domains of learning in the classroom, laboratory and clinical settings. No prerequisite; co-requisite NUR 654, offered in fall semester.

NUR 654. The Academic Nurse Educator's Role in Continuous Quality Improvement. 1 credit.
Explores the multidimensional role of the nurse educator in developing and maintaining competence as a clinician and as a facilitator of learning. No prerequisite; co-requisite NUR 653, offered in fall semester.

NUR 655. The Academic Nurse Educator's Role in Curriculum Design and Evaluation of Program Outcomes. 4 credits.
Focuses on formulating program outcomes and designing curricula that reflect contemporary health care trends and prepare graduates to function effectively in the health care environment. No prerequisite; co-requisite NUR 656, offered in spring semester.

NUR 656. The Academic Nurse Educator as Scholar, Provider of Service, and Leader. 1 credit.
Explores the roles of the nurse educator as change agent and leader to create a preferred future for nursing education and practice through ongoing scholarship and service, while exploring political, institutional, social, and economic forces that impact these roles. No prerequisite; co-requisite NUR 655, offered in spring semester.