

SCHOOL OF ARTS, SCIENCES AND EDUCATION

Division of Education

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Division of Education Mission Statement

Mission guided by the vision of the Brothers of Christian Instruction, the Division of Education develops educators who serve all learners with a willing spirit in a global society.

Three distinctive features characterize the Division of Education at Walsh University: The commitment to Judeo-Christian ideals in professional practices; respect for the dignity of all learners and the potentials they represent; and the critical importance of service learning. These commitments are evident in all aspects of the activities and services offered by the Division of Education.

The faculty and students enjoy close connections that represent the best ideals of the Judeo-Christian traditions. The small student/faculty ratio enables students to develop caring, compassionate, and supportive relationships in the interest of accommodating each student's unique life experiences and academic needs. Intra-community relationships provide a foundation in which open communication, collaboration, and creativity manifest in the professional practices that students apply and demonstrate in field and clinical experiences.

Believing that ALL learners have special needs, the Division of Education fosters the positive development of each student's knowledge, skills, and dispositions to enable each one to teach a diverse learning population effectively. Each Walsh University student is exposed to a wide variety of models of teaching, curriculum designs, and diverse community connections in classroom practices and in field experiences.

The commitment to service learning is evident in the number and variety of field placements, which are carefully structured throughout the Teacher Preparation Program. These experiences enable each student to provide tutorial support, intervention service, and enrichment instruction through partnerships with community programs and schools.

The Walsh University graduate program in Education seeks to provide superior educational service to its students and the communities it serves. The program curriculum enhances the professional growth of practicing educators and, as a result of the improved instruction they then provide in their own schools, furthers the growth and development of their pupils and students. The school systems and communities mutually benefit from these professional educators because of their leadership, enhanced abilities, increased knowledge, effective modeling of the best in the profession, and expanded resources. The program also prepares students to respond to the call of leadership as teachers, teacher leaders or principals.

The Master of Arts in Education and Master of Dyslexia Therapy degrees are designed for in-service school personnel.

Program Objectives

- Provide opportunities for improved instruction through the acquisition of new or more highly developed skills and abilities.

- Develop new attitudes or reinforce currently held beliefs that result in a productive learning climate.
- Address the needs of educators as lifelong learners.
- Provide resources and growth opportunities for counselors, administrators, and other school personnel.
- Establish a network of mutually beneficial interaction and communication with school systems and communities that provide students for the program.
- Provide information and courses to extend or enhance teacher knowledge in content areas and/or grade levels.
- Provide opportunities to aid teachers in assisting their students in adjusting to life in an increasingly diverse world.
- Provide a strong foundation in leadership for teacher leaders and principals.

Program Student Learning Outcomes (PSLOs)

The Graduate of the Master of Arts in Education Program will:

- Critique research and theories related to pedagogy, learning, and leadership
- Integrate technology to improve effectiveness of school and district functions, enhance professional collaboration and instruction, and manage students and assessment data while engaging students in applications of technology to their learning experiences.
- Demonstrate the knowledge and skills in their respective tracks (Dual, Traditional, Leadership, Reading, Technology, TESOL).
- Analyze current professional teaching, leadership, and learning practices to determine those most appropriate for application
- Use data to make decisions and inform their teaching and/or leadership practice in a transformative learning environment.

Engage in or facilitate professional learning and leadership as a lifelong effort and responsibility.

Academic Guidelines

Registration Procedures

New students are given instructions on how to register (including their Alternate PIN number) in an email from the admission's office. Before or during the first half of the first semester, students are encouraged to meet with their faculty advisors to map out a curriculum plan.

Students are responsible for registering for their own classes and can use one of the following registration procedures:

- Register on-line via the MyWalsh University Portal (<https://portal.walsh.edu/public/>) >Cav Center (upper right corner) using the alternate PIN number previously provided. The student must first resolve any holds that may prevent registration.
- Obtain a form from the MyWalsh University portal (<https://portal.walsh.edu/public/>). Select the Student Services tab>Forms> Graduate Registration Form. Download a copy and follow the instructions on the top of the form.

Categories of Students

- *Non-Matriculated*
 - A non-matriculated student is a student enrolled in a graduate course who has not completed admission requirements or who does not intend to pursue a graduate degree but wishes to enroll in graduate coursework for professional development. A non-

matriculated student may apply for transfer as a matriculated student. Not more than 6 semester hours taken as a non-matriculated student may be applied toward the master's degree.

- **Matriculated**
 - A matriculated student is a degree-seeking student who has met all admission requirements for the degree program
- **Candidate**
 - A candidate is a matriculated student who has successfully completed at least one half of the coursework for the degree program with a cumulative quality point average of 3.0 or higher and has received the recommendation of advancement to candidacy status from the Graduate Faculty.

Academic Advising

Graduate students in all categories are to consult with advisors. The advisors' duties are to serve as a consultant in planning the student's program, and arrange for their required culminating activity, either the [Action Research Project](#) or [My Journey: Reflections and Connections](#).

Correspondence or a meeting with the assigned academic advisor or Graduate Education Program Director is required prior to the first registration for graduate courses. After the first semester, students should meet with their assigned advisors periodically and before all subsequent registrations.

Special Requirements for Program Completion

The following options are available for candidates as a requirement for program completion.

My Journey: Reflections and Connections

- The candidate will complete and submit a paper in which he or she reflects on and makes connections among core and elective courses and how these apply to current professional practice. My Journey essay is due during the candidate's final semester. Specific deadlines will be established by the Director of Graduate Education Studies. Candidates must submit their application form by the date established by Director or Graduate Education Studies. The application can be obtained through the Division of Education Secretary and will be announced each semester. Candidates will be billed \$60 to their Walsh University student account at the time of application submission as a processing and assessment fee.
 - *This option is available to all candidates enrolled in the program.*

Action Research/Impact Project

- Candidates can choose to complete the Action Research Project in lieu of the My Journey: Reflections and Connections.
- The candidate will also have to apply and receive approval from the Internal Review Board (IRB) prior to beginning research. Candidates must complete the tutorial for the IRB proposal by going to the Walsh website (www.walsh.edu/irb (<http://www.walsh.edu/irb/>)). The candidate must complete the tutorial, obtain the certificate, complete the proposal and submit the proposal with the certificate to the IRB. Candidates need to obtain the approval from the Division of Education and the IRB the semester prior to completing the research. Any candidate who begins research before receiving approval from the Director of Graduate Education and IRB will NOT be able to continue research until all requirements and permissions/approvals have been met. Data collected prior to approval would not be valid. Candidate will work with an advisor assigned by the Director of Graduate Education Studies
 - *The dates for submission of the proposal to the Division of Education are **November 1st** for candidates completing the action research in Spring semester and **April 1st** for candidates completing the action research in Fall semester. Candidates must either include a \$60*

check payable to Walsh University or charge to a credit card at the time of submission of the proposal.

Student Retention Policy

The Graduate Education Programs: Graduate Education Handbook states the policies and processes for remediation and retention.

A student must earn a grade of B- or higher in each course required for graduation from the MAED and MDT programs. If an earned grade is lower than a B-, the student may repeat the course one time. Failure to receive a B- or higher in the second and final attempt will result in dismissal from the MAED program. Students needing to retake a course must complete the Request for Course Override form online.

Admission Requirements for Graduate Education Programs

Persons with bachelor's degrees from accredited colleges, with promising scholastic standing, and with personal and professional potential, will be considered for admission to the Division of Education Graduate Program. New students planning to take graduate courses should contact the Director of Graduate Education (rrair@walsh.edu) or Graduate Admissions (<https://www.walsh.edu/graduate-admissions.html>) at least six weeks before classes begin.

Requirements

Requirements for admission as a matriculated student in the Master of Arts in Education and Master of Dyslexia Therapy programs:

- Complete application form.
- Official transcript(s) from an accredited college or university of undergraduate (must be completed prior to beginning MAED coursework) and other graduate study sent directly from the applicant's college(s) to Graduate Admissions at Walsh University. Transcripts are not necessary for Walsh University graduates.
- Recommendations by three unrelated persons qualified to appraise scholastic aptitude and personal and professional promise.
- Minimum cumulative GPA of 3.0 on a 4.0 scale on the baccalaureate transcript. Applicants who meet this criterion do not need to submit results from the Graduate Record Examination (GRE) or Miller Analogies Test (MAT).
- Applicants with a minimum cumulative GPA of 2.99 or less may be considered for conditional admission once they have submitted their results from the Graduate Record Examination (GRE) or the Miller Analogies Test (MAT) in addition to all required admissions documents.
- Minimum scores for applicants required to take GRE (290) and MAT (396).
- Individuals who hold a Master's degree from an accredited college or university are not required to provide GRE or MAT results.
- Affirmation of alignment to mission.
- Copy of Teaching License (If a licensed teacher)
- Interview with the Director of Graduate Education Studies in the Division of Education
 - Applicants who hold a current teaching license and are employed by a school district are waived from this requirement.

Transfer Credit Policy

With permission of the Chair of the Division of Education and/or Graduate Education Program Director in the Division of Education, **a maximum of three courses or nine semester credits of graduate work** may be allowed

to transfer from other accredited institutions, **provided the work is "B" quality or better**. The remainder of the course work for the Master's degree must be earned at Walsh University. Transfer of credit is not permitted for courses taken more than **five years** prior to matriculation in the graduate programs.

Permission to register for a course without formal admission to the Master of Arts in Education (MAED) or Master of Dyslexia Therapy (MDT) programs may be granted to a non-matriculated college graduate by the Director of Graduate Education in the Division of Education.

A maximum of six graduate credit hours may be taken prior to admission to the MAED or MDT program. Once a student's application is complete and approved, he/she may continue their coursework to count towards their degree seeking program.

Division of Education Programs

- Licensures/Endorsements (<http://catalog.walsh.edu/graduate/ma-education/endorsement-programs/>)
- Master of Art in Education (<http://catalog.walsh.edu/graduate/ma-education/maed/>)
- Master of Dyslexia Therapy (<http://catalog.walsh.edu/graduate/ma-education/mdt/>)
- LEAD Program (<http://catalog.walsh.edu/graduate/ma-education/lead-program/>)
- Early Credentialing for Current UG students (<http://catalog.walsh.edu/graduate/ma-education/early-credentialing/>)
- Communicate Institute (<http://catalog.walsh.edu/graduate/ma-education/communicate-institute/>)
- LETRS Program (<http://catalog.walsh.edu/graduate/ma-education/letrs/>)
- Certificate in Pedagogy in Higher Education (<http://catalog.walsh.edu/graduate/ma-education/cert-highered/>)

Transition Points in the Master of Arts in Education Program

In the MAED there are four major transition points about which candidates should be knowledgeable. The first occurs at admission with entry into the graduate program; the second occurs at entrance to the graduate practicum; the third is at the exit from graduate capstone experience; and the last point is at graduation with program follow-up. This follow-up occurs through the use of surveys to candidates and their employers.

Data is collected at each gate to measure program effectiveness and to determine adjustments in the curriculum to ensure each MAED candidate adequately meets the minimum standard for the six candidate proficiencies. Candidates should be aware of deadlines and program requirements for each transition point and should work closely with their advisors to ensure all pre-conditions are met in a timely basis.

Transition Point #1: Entry Into the Graduate Program

Transition Point #1 for students in the MAED program occurs during the admissions process. Candidates pursuing admission to the MAED should refer to the Admission Policy.

EDUCATOR EARLY CREDENTIALING PROGRAM: BA/BS TO MAED

The Early Credentialing Program is available to qualified seniors who meet the Division of Education Graduate admissions requirements for graduate endorsement courses. Qualifying

students must meet admissions requirements and be accepted prior to the semester in which they intend to begin endorsement classes. Qualifying students who meet the following criteria will be able to enroll in graduate endorsements courses:

- Completion of 96 credit hours, including transfer credits.
- Minimum 3.0 Undergraduate GPA for admission and continuation in endorsement programs.
- Prior acceptance into the Walsh University Teacher Preparation Program.
- Written approval of the student's undergraduate academic advisor and Division Chair.
- Seniors must submit the following application materials to the Graduate Education Program Director for admission to the Early Credentialing Program
- Copy of Walsh University Unofficial Transcript for review.
- Complete successful interview with Graduate Education Program Director.
- Seniors must maintain a 3.0 average in the Endorsement coursework. Upon completion of the bachelor's degree, the student must complete an Official Change of Status to move from undergraduate to graduate status.

Transition Point #2: Entry Into Candidacy

In order to move into the next phase of the MAED program, the candidate must successfully fulfill the following requirements:

- Have a 3.0 GPA in accepted graduate work
- Complete 18 hours of courses with 9 credits coming from foundation (EDF) courses and assigned assignments (minimum grades B)
- Be presented to and approved by the Graduate Faculty

Transition Point #3: Exit From Graduate Practicum

- Completion of EDF 701 course (minimum grade of B)
- Passage of one of the two culminating assessment options: a) Action Research Project, b) My Journey: Reflections and Connections.

Transition Point #4: Program Follow Up

- Focus groups with alumni or
- Alumni surveys
- Employer survey

Title II Information

On the Ohio Assessments for Educators for the 2021-2022 academic year, Walsh University candidates achieved a pass rate of 91% on the Principles of Learning and Teaching Assessment of Professional Knowledge and Content Assessments.

For additional data on the Ohio Assessments for Educators scoring, please contact the university's Office of Admissions or visit the Walsh University website at www.walsh.edu/ed-data.