July 25, 2013

MEMORANDUM

To: Dr. Ralph Byington, Interim Vice President of Academic Affairs,
Coastal Carolina University

From: Ms. Renea Eshleman, Acting Director of Academic Affairs and Licensing

CHE has received a Notification of Change (attached) dated March 20, 2013, to change the delivery mode of the Instructional Technology concentration within the Master of Education in Learning and Teaching to 100% Online Delivery. As noted in the submission, the other concentrations of Early and Elementary Grades and Literacy will remain unchanged in regards to delivery mode.

The CIP Code for this program remains unchanged (130101). The Site Code for the Instructional Technology concentration will be 85750 (Online Degree Program) while the Site Code for the remaining concentrations will continue to be 51001 (Coastal Carolina Main Campus).

Please review this information and let us know if we have misinterpreted your information as this change, as stated, will be reflected in the Commission’s Inventory of Academic Programs and the document will be placed in the permanent program file.

cc: Dr. John Beard
    Dr. Don Stowe, SCDE
    Dr. Cindy Van Buren, SCDE
    Inventory File
    MIS File
    Program File
S.C. Commission on Higher Education

Notification of Change in an Academic Program or Organizational Unit

Institution: Coastal Carolina University

Implementation date for change: Fall Semester, 2013

Program title including concentrations, options, and tracks:

Master of Education (M.Ed.) in Learning and Teaching, with concentrations in Early and Elementary Grades, Instructional Technology, and Literacy

Degree designation, type, and level (if baccalaureate, please specify four- or five-year):
College of Education, Master of Education (M.Ed.)

Site of delivery: Coastal Carolina University, Conway, SC

Mode of delivery and percentage of coursework offered by each mode:
Traditional and Online Delivery (50/50)

CIP Code (confirmed by CHE): 13.0101 Site Code (assigned by CHE): 51001

Nature of change and summary of the rationale for and objectives of the program:

The Master of Education in Learning and Teaching program at Coastal Carolina University wishes to offer the Instructional Technology concentration of this program as a 100% online program. The other two concentrations in Early and Elementary Grades and in Literacy will not be affected. With this change, students pursuing the M.Ed. in Learning and Teaching with a concentration in Instructional Technology will do all of their coursework online in a Distance Learning (DL) mode.

Many of the required core classes have been offered in DL mode at various times in the past, as well as most of the classes in the actual concentration. Given the subject matter of instructional technology and the need of teaching professionals to master online learning as part of their training, the move to 100% online delivery is based on sound pedagogical reasoning and is especially appropriate for this portion of the degree program. The coursework, itself, will remain the same (see attached current curriculum outline). No new courses are being added, and no existing courses are being eliminated. Only the mode of delivery will change. The concentration remains 15 credit hours, and the total degree is still 30 credit hours.

Considering the success of existing DL versions of required courses and the demand by teaching professionals for more flexibility and accessibility concerning graduate coursework, it seems appropriate and necessary that this transition to 100% online delivery occur at this time for this particular strand of the M.Ed. program at Coastal Carolina University.
MASTER OF EDUCATION (M.ED.) IN LEARNING AND TEACHING
With Concentrations in Early and Elementary Grades, Instructional Technology, and Literacy

The Master of Education (M.Ed.) degree program in Learning and Teaching is designed to offer opportunities for educators to advance their professional knowledge and practice.

Student Learning Outcomes for the Program
1. Design and implement effective lessons based on knowledge of students, curricula, and best pedagogical practices.
2. Integrate technology to improve teaching, learning, and professional productivity.
3. Adapt learning environments, instructional strategies, and assessment techniques to meet the needs of culturally and developmentally diverse students.
4. Demonstrate leadership behaviors and dispositions in professional contexts.
5. Engage in reflective practice to improve teaching and learning.

Admission to Study
Applications for graduate study should be directed to the Office of Graduate Studies at Coastal Carolina University.

Admission Requirements
Applicants for M. Ed. program admission must meet the following requirements:
1. A completed application for graduate study at the University and an official transcript from each school or college previously attended (all prior undergraduate academic study must be represented as well as other graduate study if such study has been completed).
2. At least two letters of recommendation, one of which should be from a supervisor in an educational setting.
3. Official transcripts reflecting an undergraduate Grade Point Average (GPA) of 3.0 (overall) OR, report of minimum scores on the Graduate Record Examination (GRE) (minimum score of 286 with no less than 146 on the verbal and 140 on the quantitative portions), OR, report of a minimum score (388) on the Miller Analogies Test (MAT).
Scores must be no more than five years old.
4. Evidence of teacher certification.

Degree Requirements
All Master of Education (M.Ed.) degrees in the Spadoni College of Education include the following requirements:
1. Successful completion of an approved program of study, 30-36 semester hours, of which at least 50 percent must be earned in courses numbered 600 or above.
2. Successful completion of the prescribed culminating experience.
3. A minimum grade point average of 3.0 (B) is required on the total graduate program. Grades below B on 12 hours of graduate work will disqualify a student for a graduate degree in the College.
4. Every degree-seeking student will meet with an assigned faculty adviser to plan the program of study. The appointment of an adviser is not intended as an assurance to the student that he or she has been officially admitted to any particular program of study. No
more than twelve hours of study may be taken or applied to meet program requirements prior to full admission to the program.

No academic program can be approved until the student has been admitted to the graduate program as a degree-seeking graduate student. Students are cautioned that graduate credit earned prior to full admission to a degree may not be applicable toward the degree requirements. The program should be established, at the latest, by the end of the first semester of study. Students seeking admission to a degree program where the program represents a notable difference from their baccalaureate level study may be expected to engage in additional study in the specialized degree area beyond basic degree requirements.

**Required Graduate Degree Credit Hours (30 Graduate Credit Hours)**

**CORE COURSES (15 Credits Hours)**
EDIT 604: Teaching with Technology ................................................................. 3
EDUC 607: Research for Today's Schools ............................................................... 3
EDUC 628: Assessment of Performance to Inform Instruction .......................... 3
EDUC 630: Advanced Study of Curriculum and Instruction ............................... 3
EDUC 685: Strategies for Serving Diverse Learners ........................................... 3

**Choose ONE of the following Concentration Areas with 15 Credit Hours:**

**Early and Elementary Grades Concentration (15 Credit Hours)**
EDSP 605: Special Education for Teachers in Early Childhood and Elementary Education ................................................................. 3
EDEE 615: Application of Differentiated Instruction in the Early Childhood and Elementary Classroom ......................................................... 3
EDEE 650: Advanced Study of Early and Elementary Curricula and Programs (Culminating Experience) ................................................................. 3
(Choose one cluster of courses) ........................................................................... 6

Early Childhood: EDEEE 616: Methods and Materials for Early Childhood Education and EDEEE 618: Early Childhood Field Experience

OR


**Instructional Technology Concentration (15 Credit Hours)**
(Choose four) EDIT 610, 620, 630, 640, 650 or 660 .................................................. 12
EDIT 610: Instructional Design and Technology Integration
EDIT 620: Technology Planning and Management
EDIT 630: Development of Instructional Multimedia
EDIT 640: Instructional Video Production
EDIT 650: Teaching and Learning Online
EDIT 660: Advanced Online Teaching
EDIT 690: Seminar in Instructional Technology (Culminating Experience) .... 3
Literacy Concentration (15 Credit Hours)
EDLL 600: Advanced Reading Theory: Philosophical, Historical, and Sociological Foundations of Reading ......................................................... 3
EDLL 604: Practicum in Literacy Assessment and Evaluation ......................................................... 3
EDLL 606: Practicum in the Evaluation of Literacy Instruction and Assessment (Culminating Experience) ......................................................... 3
EDLL 608: Instructional Strategies and Materials in Literacy ......................................................... 3
(Choose one) EDLL 605 or 618 ............................................................................................................................... 3
EDLL 605: Organization, Administration, and Supervision of the School Reading Program or EDLL 618: Content Literacy
Courses required for new certificates, concentrations, option, or tracks (prefix, number, title, and credit hours):

No new courses are required. The existing program remains the same.

Information on courses in major, general education and electives requirements, and the number of credits required for graduation, if changing:

No other changes are being made in the major. This is just a change in the mode of delivery. All other requirements remain the same.

Signature of Chief Executive or Chief Academic Officer

Date

May 20, 2013