

**Coastal Carolina University**  
**Spadoni College of Education and Social Sciences**

**Educational Leadership Programs:**

Master of Education Degree in Educational Leadership (M.Ed.)

Ph.D. in Educational Leadership

**Handbook and Guidelines**

## Table of Contents

<b>Welcome .....</b>	<b>3</b>
<b>Part I: Coastal Carolina University.....</b>	<b>3</b>
Conceptual Framework .....	5
Goals for Candidate Proficiency .....	6
Our Vision.....	8
Our Mission .....	8
<b>Part II: Introduction to the Master of Education Program in Educational Leadership .....</b>	<b>9</b>
Student Learning Outcomes .....	10
Graduate School Admission Requirements.....	10
Master of Education in Educational Leadership Program Degree Completion Requirements.....	11
Internship Requirements for Various Levels of Administrative Certification* .....	12
Program of Study .....	13
Course Descriptions .....	14
Portals and Key Assessments.....	16
Course Sequence .....	16
Site Supervisor Requirements .....	18
PK-12 Partnerships .....	20
Leadership Advisory Council .....	20
Accreditation Standards .....	22
<b>Part III: Interdisciplinary Ph.D. in Educational Leadership .....</b>	<b>30</b>
Program Objectives .....	31
Student Learning Outcomes .....	31
Graduate School Admission Requirements.....	32
Degree Completion Requirements .....	34
Program of Study .....	34
Course Descriptions .....	37
<b>Part IV: Graduate Studies Information and Resources .....</b>	<b>38</b>
Financial Aid and Scholarships .....	38
Determining Financial Need .....	38
Federal Eligibility Requirements .....	39
Types of Financial Aid.....	39
Student Appeal of Grade and Academic Grievances .....	39
Student Academic Integrity.....	40
Transfer Credit .....	42
Evaluation of Transfer Credit.....	42
Course Load .....	43
Academic Standards.....	43
Satisfactory Progress and Length of Academic Program .....	43
Coastal Carolina University's Graduate Studies Satisfactory Academic Progress Policy .....	43
Nondiscrimination Policy.....	44
Coastal Carolina University Bryan Information Commons- Kimbel Library Information .....	45

## Welcome

Thank you for your interest in the Educational Leadership Degree Programs at Coastal Carolina University (CCU). This *Handbook* is designed to help you navigate the role of a graduate student within the Spadoni College of Education and Social Sciences. We first provide a brief description of the University, followed by the Spadoni College of Education and Social Sciences mission, vision, and conceptual framework. Next, the *Handbook* provides a description of two programs within the Educational Leadership Program area, the M.Ed. and the Ph.D. in Educational Leadership. Finally, the *Handbook* provides guidelines and information regarding admissions, graduate policies and procedures at CCU, and information about Kimbel Library and Bryan Information Commons.

Welcome aboard! We are happy to introduce you to the Programs, and we are glad you have chosen to become a CCU Chanticleer in TealNation. When potential applicants ask our students why they chose CCU for their graduate studies in leadership, they always say we offer dynamic learning exchanges with highly engaging professors. We look forward to working with you! The educational leadership faculty welcome you to Coastal Carolina University and extend our pledge of support to assist each candidate in becoming a principled educational leader.

## Part I: Coastal Carolina University

Coastal Carolina University is a public comprehensive liberal arts institution that seeks to develop students who are both knowledgeable in their chosen fields and prepared to be productive, responsible, healthy citizens with a global perspective. To deliver on this commitment, Coastal Carolina recruits highly qualified and motivated students, faculty, and staff

from the region, state, nation, and world to create a diverse and dynamic student-centered learning environment.

Because Coastal Carolina embraces the teacher-scholar model, it places primary emphasis on high quality teaching and engaged learning, and it supports faculty research, creative activities, and expert collaboration in the community, state, nation and world. This focus enables faculty and staff to mentor students in collaborative research, creative opportunities, and internships.

To nurture this active learning community, Coastal Carolina maintains a broad range of contemporary technologies, programming, support services, and innovative course offerings and delivery methods. The result is alumni who are well prepared for professional careers or graduate programs in their chosen fields and who continue to be connected to Coastal Carolina.

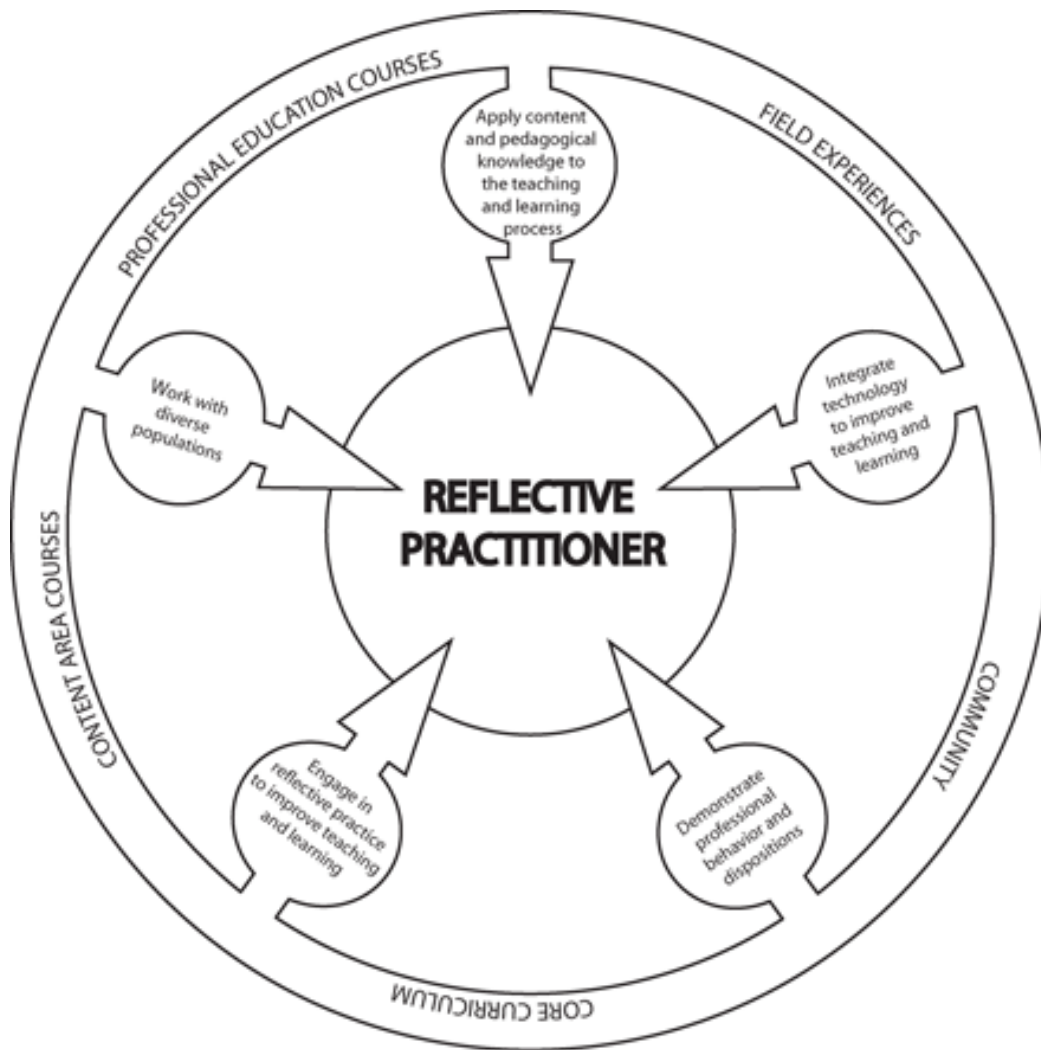
Inspired by its founding in 1954 to serve the educational needs of the region, Coastal Carolina has a tradition of a strong liberal arts core. As such, Coastal Carolina commits its resources to building undergraduate and graduate degree programs of national and/or regional significance in the arts and sciences, business, humanities, education, and health and human services. Coastal Carolina fully embraces its leadership role as a regional center of economic and intellectual resources, lifelong learning, cultural and recreational opportunities, and athletic programs.

As Coastal Carolina executes this mission, it recognizes its responsibility to be a role model to the community and to the professions by assuring fair and honest treatment of people with whom it interacts and sustainable stewardship of resources entrusted to it, adopting the highest standards of integrity and accountability, and in committing itself to excellence through continuous assessment and improvement. *(Update adopted by the Coastal Carolina University*

*Board of Trustees on July 19, 2014. Update approved by the South Carolina Commission on Higher Education on February 5, 2015.)*

## **Conceptual Framework**

The overarching theme of the Conceptual Framework for all educator preparation programs is "The Educator as Reflective Practitioner." The initial and advanced teacher education programs and the advanced program in educational leadership focus on the development of knowledge, skills, and professional dispositions to ensure that all candidates are well prepared and meet all institutional, state, and professional standards at the completion of their program. The Conceptual Framework describes the shared vision of teaching, learning, and the preparation of teachers and school leaders. It outlines our philosophy and commitment to the education profession; guides programmatic decisions; and ensures coherence among curricula, field experiences, clinical practice, and the unit's assessment system. The Conceptual Framework reflects our commitment to integrate technology, demonstrate professional behavior and dispositions, engage in reflective practice, work with diverse populations, and apply content and pedagogical knowledge to the teaching and learning process.



### Goals for Candidate Proficiency

The Educator as Reflective Practitioner theme defines the initial and advanced teacher education programs and the advanced program in educational leadership. The following goals for candidate proficiency are addressed and reflected in program student learning outcomes and course objectives:

- I. Ability to apply content and pedagogical knowledge to the teaching and learning process
  - 1.1 Demonstrate a thorough knowledge of subject matter and use such knowledge to create effective learning experiences for students (ADEPT 5ABC, 6ABC).
  - 1.2 Understand instructional planning and design plans based on knowledge of subject matter, students, community, curriculum goals, and standards (ADEPT 1ABCDE, 2ABC, 6ABC; PADEPP 5.3).

- 1.3 Use a variety of instructional strategies to encourage students' development of critical thinking and problem-solving skills (ADEPT 4C, 5B, 8C).
- 1.4 Manage the classroom and school to create a positive and safe learning environment (ADEPT 8ABC, 9ABC; PADEPP 4.2, 4.3, 4.4).
- 1.5 Understand and use formal and informal assessment strategies to evaluate and monitor student learning, modify instruction, and create positive environments for student learning (ADEPT 3ABC, 7ABC; PADEPP 2.2, 2.3, 2.4, 2.5, 4.2, 4.3, 4.4).

## II. Ability to integrate technology to improve teaching and learning

- 2.1 Plan and implement effective learning environments and experiences supported by technology (ADEPT 5AB, 8C).
- 2.2 Apply technology to facilitate effective assessment, evaluation, and productivity practices (ADEPT 1AD, 2C, 3BC).

## III. Ability to work with diverse populations

- 3.1 Demonstrate knowledge of different cultural, emotional, developmental and cognitive needs of students (ADEPT 5ABC, 6ABC, 7ABC, 8ABC).
- 3.2 Evaluate, plan and provide appropriate activities and experiences to meet the needs of culturally and developmentally diverse student populations (ADEPT 3ABC, 5ABC, 6ABC, 7ABC).

## IV. Ability to demonstrate professional behavior and dispositions

- 4.1 Demonstrate a commitment to the ideal of fairness\* in the treatment of students based on their educational needs (ADEPT 8B, 9A, 10D; PADEPP 6.2, 7.1).
- 4.2 Demonstrate a belief that all students can learn and convey confidence and caring in working with students (ADEPT 4ABC, 8BC, 10D; PADEPP 6.2, 7.1).
- 4.3 Demonstrate professional dispositions and a commitment to fulfilling professional responsibilities (ADEPT 10ABCDE; PADEPP 6.2, 7.1).

## V. Ability to engage in reflective practice to improve teaching and learning

- 5.1 Analyze personal performance to improve teaching and learning (ADEPT 2C, 3BC, 10E; PADEPP 8.1, 8.2, 8.3, 8.4; 9.1, 9.4).
- 5.2 Analyze student performance to improve teaching and learning (ADEPT 2C, 3ABC; PADEPP 2.2, 2.3, 2.4, 2.5).

\*Fairness (professional disposition): The commitment demonstrated in striving to meet the educational needs of all students in a caring, non-discriminatory, and equitable manner.

### **Our Vision**

The Spadoni College of Education and Social Sciences will become the preferred state and regional institution of higher education for developing reflective, student-centered PK-12 educators.

### **Our Mission**

To prepare PK-12 educators who are reflective and innovative change agents committed to social justice.



## **Part II: Introduction to the Master of Education Program in Educational Leadership**

The Master of Education degree program in Educational Leadership is designed to provide advanced professional studies in graduate-level coursework for candidates who are interested in becoming principals at various levels of K-12 schools, and are committed to excellence in student success. Graduates will become well-qualified professionals as they further their knowledge of the functions of a high-achieving school in areas such as curriculum, instruction, management, personnel, finance, school law, public relations and the many facets of student achievement.

They will be able to apply the theories and skills learned in the classroom to real situations. Numerous opportunities are provided to work with teachers, students and experienced principals in field experiences and learn how to meet the demands of leadership as a building level administrator. The program will prepare these school leaders to be committed to continuous growth because they will understand that the body of knowledge needed to lead schools is growing and changing. Graduates of this program will be effective leaders who can create and maintain high quality schools. Candidates must have one-year minimum of teaching experience to be enrolled in the program.

The Master of Education in Educational Leadership requires completion of 36 semester hours of graduate work. A minimum of 27 semester hours must be completed in the major. The remaining nine (9) credit hours are taken from the education core for graduate studies in the Spadoni College of Education and Social Sciences. Students become part of a cohort that takes courses together in a prescribed sequence. The program uses a hybrid approach of face-to-face and online courses and is designed to be completed in three years of ongoing coursework. At the

completion of the degree requirements and passing the Praxis II exam, graduates are eligible for certification as a school administrator in South Carolina.

### **Student Learning Outcomes**

Students who complete the requirements for the M.Ed. in Educational Leadership will be able to:

1. Apply content and pedagogical knowledge as educational leaders to teaching, learning, school and community processes in PreK-12 schools to positively impact student achievement.
2. Integrate leadership improving the use of technology to improve teaching, learning, and school operations for students and other stakeholders in PreK-12 schools.
3. Demonstrate their ability to work effectively as educational leaders with diverse populations comprising a school's learning community.
4. Demonstrate ongoing professional behavior and dispositions as leaders in PreK-12 schools.
5. Engage in reflective practice to improve all aspects of school-level functions with a primary focus on teaching and learning for students, teachers and staff in PreK-12 schools.

### **Graduate School Admission Requirements**

To be accepted for admission as graduate student to enroll into the Master of Education in Educational Leadership Program in the Spadoni College of Education and Social Sciences, the applicant must provide:

- A [completed application](#) for graduate study at Coastal Carolina University.

- An official transcript from each school or college previously attended. All prior undergraduate academic study must be represented as well as other graduate studies.
- At least two letters of recommendation on the forms provided with the application.
- A minimum of one year of full-time teaching experience.
- A copy of current teaching credential(s)
- A minimum GPA of 3.0 on a 4.0 scale on undergraduate work or a report of scores on the Graduate Record Exam (GRE) of no less than 400 on both the verbal and quantitative portions; or a report of a minimum score of 388 on the Miller Analogies Test (MAT). Scores must be no more than five years old.
- Legal arrest/conviction statement
- Approval of the Portal I Faculty Committee

### **Master of Education in Educational Leadership Program Degree Completion Requirements**

1. Successful completion of 36 semester hours in the approved program of study.
2. Minimum overall 3.00 G.P.A in the program.
3. Approval of the Portal III Faculty Committee.
4. Successful completion of the Exit Portfolio.
5. Successful completion of the Portfolio Presentation and written Comprehensive Examination.
6. Passing score on the PRAXIS II: Educational Leadership-Administration and Supervision.

Every graduate student will have a faculty adviser with whom to plan a program of study sufficiently intensive and sequential to assure professional competence and breadth of knowledge. The M.Ed. in Educational Leadership Coordinator assigns advisers. Though an

adviser may be appointed, the appointment of an adviser is not intended as an assurance to the student that he/she has been officially admitted to the program. No more than twelve (12) hours of study may be taken or applied to meet program requirements prior to full admission to the program.

### **Internship Requirements for Various Levels of Administrative Certification\***

*For Elementary Principal and Supervisor certification (grades K-8):*

- Take EDAD 694 and EDAD 695

*For Secondary Principal and Supervisor certification (grades 7-12):*

- Take EDAD 696 and EDAD 697

*For teachers with K-12 teaching certification who want both Administrative Certifications, there are two options:*

- Take EDAD 694 and EDAD 697 or EDAD 695 and EDAD 696

**NOTE REGARDING MIDDLE SCHOOL CERTIFICATION:** An internship in a middle school counts towards administrative certification at the level of the intern's teaching certificate.

Examples:

1. If an intern is certified as an elementary teacher and does a semester long internship at a middle school, this internship partially qualifies the intern for Elementary Principal and Supervisor certification.
2. If an intern is certified as a secondary teacher and does a semester long internship at a middle school, this internship partially qualifies the intern for Secondary Principal and Supervisor certification.

3. If an intern is certified in a K-12 field and does a semester long internship at a middle school, this internship can be used to satisfy either the elementary or secondary internship requirement. Teachers with either K-8 or 7-12 teaching certification will automatically qualify for middle school administrator and supervisor certification as South Carolina does not have a separate middle school certification category.

\*NOTE: For South Carolina certification as an elementary, middle, or high school administrator, students must pass the PRAXIS II - Educational Leadership: Administration and Supervision.

## **Program of Study**

### **Program Requirements:**

#### **I. EDUCATION CORE (9 credits)**

- EDUC 607 Research for Today's Schools (3)
- EDUC 630 Advanced Study of Curriculum and Instruction (3)
- EDUC 685 Strategies for Serving Diverse Learners (3)

#### **II. MAJOR COURSES (27 credits)**

- EDAD 600 Introduction to Educational Leadership (3)
- EDAD 635 School Personnel Administration (3)
- EDAD 660 Supervision of Instruction (3)
- EDAD 680 School and Community Relations (3)
- EDAD 684 School Finance/Ethics (3)
- EDAD 686 Legal Basis of Educational Organizations & Administration (3)
- EDAD 689 School Principal (3)
- EDAD 694 Elementary School Principal in Practice-Fall (3)
- EDAD 695 Elementary School Principal in Practice-Spring (3)
- EDAD 696 Secondary School Principal in Practice-Fall (3)
- EDAD 697 Secondary School Principal in Practice-Spring (3)

#### *Internship Requirements for administrative certification\**

- **Elementary Principal and Supervisor (K-8):**  
Take one elementary school and one middle school internship
- **Secondary Principal and Supervisor (7-12):**

Take one middle school and one high school internship

- **Middle School (two options):**

1) Take one elementary school and one middle school internship--Partially qualifies for Elementary Principal and Supervisor Certificate. 2) Take one middle school and one high school internship--Qualifies for Secondary Principal and Supervisor Certificate.

*\*NOTE: After taking two semesters of internships, candidates for certification must also pass the [PRAXIS II Educational Leadership: Administration and Supervision](#) exam to qualify for administrative certification.*

## **Course Descriptions**

This section is designed to provide students with a brief description of the required courses in our educational leadership programs.

**EDUC 607 - Research for Today's Schools (3).** Study of the principles of education research and how research can improve instruction and assessment in PK-12 learning environments. The course focuses on identifying and defining research questions, reviewing and critiquing qualitative and quantitative education research, developing mixed-methods research designs, collecting and analyzing qualitative and quantitative data, using the results of empirical research to guide instructional decisions, and the communication of research results. Students are required to develop, implement, write up, and report on an original, field-based, education research project.

**EDUC 630 - Advanced Study of Curriculum and Instruction (3).** Study of principles of curriculum and instruction related to PK-12 schools; included are sources of the curriculum, methods of organization, curriculum planning and development, the teacher's roles and responsibilities, assessment, and trends and influences in curriculum and instruction practices. A clinical experience is included.

**EDAD 600 - Introduction to Educational Leadership (3).** Students examine the purposes and organizational structures of educational institutions created by federal, state, and local governments offering programs and services from early childhood through adulthood. Contemporary operational and administrative problems and developing trends are considered for analysis.

**EDAD 635 - School Personnel Administration (3).** The course focuses on techniques to maintain effective human relations and the use of human resources. Staff evaluation systems, staffing projections, staff-related record management, and benefit programs are examined. The curriculum emphasizes negotiations in the public sector and contract management. Prerequisite: EDAD 600

**EDAD 660 - Supervision of Instruction (3).** This course provides a theoretical and practical overview of the supervision and evaluation of instruction. The domains of supervision and inquiry into current issues and best practices in supervision are introduced. Students will examine the use of a variety of approaches to assist in the development of practical skills using the clinical process and developmental approach to supervision. Prerequisite: EDAD 600

**EDAD 680 - School and Community Relations (3).** The development and analysis of appropriate organizational procedural and administrative arrangements for public relations programs in educational institutions are topics of the course. Problems of developing understanding and effective communication relative to the community power structure, student and teacher militancy, civil rights issues, societal polarization, media relationships, adequate financial support and instituting educational change. Prerequisite: EDAD 600

**EDAD 684 - School Finance/Ethics (3).** Introduction to school finance and school business administration at all levels of school district organization. The course applies contemporary theories of economics to educational funding, sources of revenue, resource allocation considerations, and study of current trends in fiscal structure and operations in education. The curriculum includes discussion of ethics in school finance. Prerequisite: EDAD 600

**EDAD 686 - Legal Basis of Educational Organization & Admin. (3).** Basic principles of school law with special attention to legislation in South Carolina and related court decisions. Other related topics such as tenure, teacher dismissal, employment, publications and limitations on the Board of Education will be examined. Prerequisite: EDAD 600

**EDAD 689 - School Principal (3).** This course provides an overview of this key position. Analyzes and investigates roles and functions of principalship. The emphasis of the curriculum is on linking theory to practice, facilitating transition to leadership position, and development of appropriate skills and attitudes. Leadership and management will be addressed. Theoretical concepts and practical illustrations are used to expand insights into the issues facing the school principal. Prerequisite:

**EDAD 694 - Elementary School Principal in Practice (3).** This internship under direct supervision of an on-site experienced elementary administrator and a member of the faculty of the CCU Department of Educational Leadership serves as a critical benchmark for decisions about administrative licensure. The first in a two-semester internship provides practical experience in the duties and responsibilities of the school principal designed to insure orientation in educational administration as a broad field. Prerequisite: Completion of coursework

**EDAD 695 - Elementary School Principal in Practice (3).** The second in a two-semester supervised elementary internship expands candidate performance of the duties and responsibilities of the school principal. Included in the internship are specialized and in-depth projects related to school administration and problems that reflect candidate needs and interests.

**EDAD 695 - Secondary School Principal in Practice (3).** This internship under direct supervision of an on-site experienced secondary administrator (field supervisor) and a member of the faculty of the CCU Department of Educational Leadership serves as a critical benchmark for

decisions about administrative licensure. The first in a two-semester internship provides practical experience in the duties and responsibilities of the school principal designed to insure orientation in educational administration as a broad field. Prerequisite: Completion of coursework

EDAD 697 - **Secondary School Principal in Practice** (3). The second in a two-semester supervised secondary internship expands candidate performance of the duties and responsibilities of the school principal. Included in the internship are specialized and in-depth projects related to school administration and problems that reflect candidate needs and interests.

### Portals and Key Assessments

The SCOESS identified three portals (transition points) for the M.Ed. Educational Leadership program. The SCOESS also identified key assessments where data are collected for the M.Ed. Educational Leadership program, which are indicated in the following table.

### Course Sequence

Semester	Courses
Fall, Year 1	EDAD 600; EDAD 689
Spring, Year 1	EDAD 660; EDAD 686
Maymester Year 1*	EDUC 685
Summer I, Year 1*	EDAD 684
Summer II, Year 1*	EDUC 630
Fall, Year 2	Internship (see course codes); EDAD 680
Spring, Year 2	Internship II (see course codes); EDUC 607
Maymester, Year 2	EDAD 635 (or the summer prior to starting the program)

\*Please note – due to scheduling needs, these courses may switch semesters (e.g., move from Summer I to Summer II) as needed



### **Portal I: Admission to the Program**

- Completion of Graduate Admission Application
- Minimum overall cumulative 3.00 undergraduate GPA overall or official scores on Graduate Record Examination (GRE) or Miller Analogies Test (MAT) and Test of English as a Foreign Language (TOEFL) if applicable
- A or minimum score of 146 on verbal and minimum 140 on quantitative on the Graduate Record Examination, or 388 on the Miller Analogies Test.
  - Scores should be no more than five years old.
- Applicants who are non-native speakers of English speakers should demonstrate proficiency in English and provide official results from tests taken within the last three years or one of the following acceptable means of documenting English language proficiency consistent with success in graduate programs. (Note that higher scores may be required of some graduate programs so applicants are urged to consult their desired program to identify whether a higher score is required:
  - A minimum score of 550 on the paper-based (PBT) or 79 on the internet (iBT) Test of English as a Foreign Language (TOEFL);
  - A minimum score of 6.5 on the International English Language Testing System (IELTS) exam;
  - Certificate of Completion of level 112 of English for Academic Purposes (EAP) from an ELS Language Center;
  - Pearson Test of English (PTE) Academic with a score of 59;
  - Cambridge CAE (Certificate of Advanced English ) with a minimum level of C1;
  - Cambridge CPE (Certificate of Proficiency in English) with a minimum level of C1;
  - MELAB (Michigan English Language Assessment Battery) with a score of 77;
  - TOEIC (Test of English for International Communication) with a score of 745;
  - Bachelor's degree earned from a regionally accredited U.S. institution of higher education within the last three years.
- Official transcript from each school or college previously attended (all prior undergraduate academic study should be represented as well as other graduate study if such study has been completed).
- Copy of current teaching credential (license, certification, etc.)
- Two letters of recommendation (one from recommendation applicant's principal)
- Minimum of one year full-time teaching experience
- All candidates are school personnel and program defers to their background check
- Criminal Background Disclosure Statement
- Approval of Portal I Educational Leadership Faculty Committee

### **Portal II: Admission to Internship**

- Minimum overall cumulative 3.00 program GPA
- Minimum "B" grade in all required program coursework
- Minimum of 21 semester hours of required program coursework
- Completion 75 clock hours of field experiences
- Satisfactory rating on the Assessment of Professional Dispositions at the Advanced Level

- SLED and FBI fingerprint clearance
- Approval of Portal II Educational Leadership Faculty Committee

### **Portal III: Program Completion**

- Completion of all coursework with minimum 3.00 GPA, with no grade below “B”
- Satisfactory completion of all required specialized professional association (SPA) key assessments
- Passing score on Comprehensive Examination
- Passing score on Program Exit Portfolio
- Successful rating on the Building-Level Intern Evaluation
- Passing scores on required state Praxis II content exam
- Satisfactory rating on the Assessment of Professional Dispositions at the Advanced Level
- Completion of Exit Survey
- Approval of Portal III Educational Leadership Faculty Committee

In conjunction with university faculty, each program candidate works with a site supervisor to complete internship requirements. Site supervisors assist in advising, observing, and assessing candidates throughout their internship experiences. To be selected as a site supervisor, individuals are required to meet specific criteria, outlined as follows:

### **Site Supervisor Requirements**

A site supervisor is an administration professional who is approved for mentorship by their district and serves as a role model, instructor and coach for the candidate. The site supervisor, in collaboration with a Coastal Carolina University supervisor/faculty member, is responsible for leading the candidate through progressively challenging activities and structuring the activities so that the candidate applies theory, pedagogical concepts and content knowledge while developing practical professional skills.

Coastal Carolina’s site supervisors are carefully selected through the use of criteria that reflect high expectations and a collaborative process involving both district and university

partners. With our clinically-based approach to administrator preparation within our partnering school districts, site supervisors must meet specific qualifications to serve in this role.

To be a site supervisor, the following requirements must be met:

- Selection by the district for site supervisor status
- Successful completion of the PADEPP Process
- Employed by a South Carolina public school
- At least three years administration experience
- Certification in administration
- Highly qualified status as defined by the South Carolina State Department of Education
- Satisfactory administrative performance
- Positive recommendation by the district.

Note: Administrator has not been placed on an improvement plan.

The site supervisor has also demonstrated competency in the following:

- Vision-Casting
- Instructional Leadership
- Effective Management
- Climate
- School Community Relations
- Ethical Behavior
- Interpersonal Skills
- Staff Development

## **PK-12 Partnerships**

Collaboration with schools is critical to the effectiveness of the College's programs. Program faculty members recognize the importance of establishing and delivering programs that reflect a balanced blend of on- and off-campus learning experiences. As reflecting in the working agreements between the university and participating school districts, collaboration is an important element of the College's educational leadership programs.

As part of our partnerships with local districts, the College has established Memorandums of Understanding (MOUs) as they relate to internship placements and providing supports to stakeholders. As part of each MOU, the district and College designate the roles and responsibilities of stakeholders involved in internship experiences. For example, the College agrees to deliver instruction to and assess candidates alongside district staff using the standards and expectations utilized by the state and supporting districts. The College agrees to co-plan, co-implement, and co-manage aspects of the educational experience with the partnering districts.

Our partnering institutions offer a unique opportunity for candidates to work in diverse school settings, and with students of different racial, ethnic, and socioeconomic backgrounds. As part of our partnership, the university and districts work to ensure that candidates are engaged in mutually beneficial, varied, and developmentally appropriate PK-12 placements, where they have opportunities to practice applications of knowledge and skills learned through their program courses. As such, partnering districts may make recommendations for placements based on areas of student need, candidate needs, and prior experiences.

## **Leadership Advisory Council**

The Leadership Advisory Council plays an integral role in maintaining rigor and excellence in the M.Ed. internship experience requirements.

The Leadership Advisory Council meets quarterly to:

- Provide counsel to the Educational Leadership Department regarding recruitment, program classes, resources, guest speakers, internships, and other related areas.
- Offer insight and perspective in regard to leadership needs and policies impacting the context of leadership development.
- Encourage and support the exploration of innovation and continuous improvement.
- Act as a resource for the Educational Leadership Department.
- Serve as a networking opportunity for various CCU stakeholders.

### Membership

To meet its purpose, the Educational Leadership faculty seeks to maintain membership on the Council that reflects key stakeholder interests in training, developing, and networking educational leaders. Therefore, membership is by invitation to ensure representation of students currently enrolled, program alumni, district and school-level leaders, and professors of educational leadership. As a member chooses to drop Council membership, a person holding the same affiliation as the one departing shall be invited to join the group, keeping the membership between 10-12 members annually.

### The following groups are represented on the Council:

- Graduate students
- Full-time faculty members
- Teaching associates
- Principals

- District office leaders

The following areas are represented on the council, as they host interns:

- Florence District Schools
- Georgetown County Schools
- Horry County Schools
- Marion County Schools
- Williamsburg County Schools

#### Membership Duties

- Attend quarterly meetings
- Advise and provide counsel to educational leadership faculty
- Share perspectives related to needs and policies impacting educational leadership
- Engage in seeking new and innovative ways to prepare and develop leaders for schools
- Be a resource and provide links to resources and networks of those interested in educational leadership

#### **Accreditation Standards**

The M.Ed. program meets both national and state accreditation requirements. The standards addressed through each program include the Council for Accreditation of Educator Preparation (CAEP – national), National Policy Board for Educational Leadership Program Standards (ELCC – national), and Program for Assisting, Developing, and Evaluating Principals (PADEPP – state) Standards:

**ELCC Standard 1.0:** Graduates of the program are building-level educational leaders who have the knowledge that promotes the success of every student by collaboratively facilitating the development, articulation, implementation, and stewardship of a school vision of learning through the collection and use of data to identify school goals, assess organizational effectiveness, and implement school plans to achieve school goals; promotion of continual and sustainable school improvement; and evaluation of school progress and revision of school plans

supported by school-based stakeholder.

***ELCC 1.1 Understands and can collaboratively develop, articulate, implement, and steward a shared vision of learning for the school.***

*PADEPP1.3 Communicate the vision; 1.4 Implement the vision CF: 1.0 communicate the vision*

*ISTE: 1.a facilitate among stakeholders a shared vision of purposeful change that maximizes use of digital-age resources; 1b. engage in process to develop, implement, communicate technology-infused strategic plans aligned with shared vision*

***ELCC 1.2 Understands and can collect and use data to identify school goals, assess organizational effectiveness, and implement plans to achieve school goals.***

*PADEPP2.1 proficiency in research/data; 2.2 analyzes research and assessment data; 2.3 ensures use of data/research*

***ELCC 1.3 Understands and can promote continual and sustainable school improvement.***

*PADEPP4.3 Establishes programs that promote positive growth for students.*

***ELCC 1.4 Understands and can evaluate school progress and revise school plans supported by school stakeholders.***

*PADEPP1.1 Involves/collaborates with stakeholders in the vision; 1.4 Evaluates/plans the vision*

**ELCC Standard 2.0:** Graduates of the program are building-level educational leaders who have the knowledge that promotes the success of every student by sustaining a school culture and instructional program conducive to student learning through collaboration, trust and a personalized learning environment with high expectations for students; creating and evaluating a comprehensive, rigorous and coherent curricular and instructional school program; developing and supervising the instructional leadership capacity of school staff; and promoting the most effective and appropriate technologies to support teaching and learning within a school environment.

***ELCC 2.1 Understands and can sustain a school culture and instructional program conducive to student learning through collaboration, trust, and a personalized learning environment with high expectations for students.***

*PADEPP 4.1 Initiates Strategies to Promote Collegiality/Collaboration*

*CF 3.1 Demonstrates Knowledge of Diverse Needs of Students; 3.2 Plans activities for diverse learners*

***ELCC 2.2 Understands and can create and evaluate a comprehensive, rigorous, and coherent curricular and instructional school program.***

*PADEPP 2.1 Proficiency in research/data; 2.5 Monitors Instructional Programs; 4.3 Establishes programs that promote positive growth for students*

*CF 1.3 Uses variety of strategies for student development, 2.2 Apply Technology to Facilitate Effective Assessment, Evaluation and Practices*

*EEDA 1.0 Understands career guidance process; 2.0 understands career clusters; 3.0 Understands strategies to implement career guidance standards; 4.0 Recognizes strategies that promote core values; 5.0 Understands contextual teaching strategies; understands cooperative learning strategies; 7.0 Recognizes strategies/methodologies for diverse learners*

*ISTE: 2a ensure instructional innovation on improvement of digital-age learning; 2c provide learner centered environments equipped with technology; 2d ensure effective practice in study of technology and its infusion across curriculum*

***ELCC 2.3 Understands and can develop and supervise the instructional leadership capacity of school staff.***

*PADEPP 2.4 Assist Staff for Improvement; 4.3 Establishes programs that Promote Positive Growth for All Students; 8.1 Creates Plan for Staff Development; 8.2 Uses Data to Evaluate Staff Development Plan; 8.3 Encourages Staff to Set Goals for Professional Growth and 8.4 Shares Strategies to Encourage Professional Growth; 9.1 Develops and Implements an Appropriate Plan for Professional Development*

***ELCC 2.4 Understands and can promote the most effective and appropriate technologies to support teaching and learning in a school environment.***

*CF 2.2 Apply technology to facilitate effective assessment/evaluation practices; 5.1 Analyze Personal Performance to Improve Teaching and Learning; 5.2 Analyze Student Performance to Improve Teaching and Learning*

*ISTE: 2a ensure instructional innovation focused on digital-age learning; 2b model and promote use of technology learning; 2c provide learner centered environments equipped with technology; 2d ensure effective practice in study of technology and infusion across curriculum;*

**ELCC Standard 3.0:** Graduates of the program are building-level educational leaders who have the knowledge that promotes the success of every student by ensuring the management of the school organization, operation, and resources through monitoring and evaluating the school



management and operational systems; efficiently using human, fiscal, and technological resources in a school environment; promoting and protecting the welfare and safety of school students and staff; developing school capacity for distributed leadership; and ensuring that teacher and organizational time is focused to support high-quality instruction and student learning.

***ELCC 3.1 Understands and can monitor and evaluate school management and operational systems.***

*PADEPP 3.1 Allocates Resources; 3.2 Plans budget; 3.3 Assigns Staff; 3.4 Manages staff; 4.4 Establishes and Enforces Standards for Appropriate Student Behavior; CF 1.4 Manage the Classrooms/School to Create Positive Learning Environment; 3.2 Provides appropriate experiences*

*ISTE: 3a allocate time, resources and access to ongoing professional growth in technology; 3b facilitate learning communities that support the study and use of technology;*

***ELCC 3.2 Understands and can efficiently use human, fiscal and technological resources to manage school operations.***

*PADEPP 2.3 Proficiency in research/data; 3.1 Allocates Resources; 3.2 Administers Budgeting and Purchasing; 3.6 Ensures Maintenance of School Environment; 3.2 Administers budget; 3.3 Utilizes Assessment Data in Accordance With Local, State and 4.2 Involves stakeholders*

*CF 1.0 Knowledge of effective learning experiences*

*ISTE: 3a allocate time, resources, access to professional growth in technology*

***ELCC 3.3 Understands and can promote school-based policies and procedures that protect the welfare and safety of students and staff within the school.***

*PADEPP: 3.5 Implements Procedures for Security and Safety of all; 3.6 Ensures maintenance of school; 3.4 Ensures maintenance of school environment; 4.4 Enforces local/state/federal standards; 6.3 Adheres to local/state/federal requirements*

***ELCC 3.4 Understands and can develop school capacity for distributed leadership.***

*PADEPP 5.3 Involves stakeholders in problem solving/decision making; Uses skills and strategies for problem solving/conflict resolution*

*CF: 1.0 Knowledge of effective learning experiences*

***ELCC 3.5 Understands and can ensure teacher and organizational time focuses on supporting high-quality school instruction and student learning.***

*PADEPP 2.5 Monitors instructional programs;*

*CF: 1.0 Knowledge of effective learning experiences*

**ELCC Standard 4.0:** Graduates of the program are building-level educational leaders who have the knowledge that promotes the success of every student by collaborating with faculty and community members, responding to diverse community interests and needs, and mobilizing community resources on behalf of the school by collecting and analyzing information pertinent to improvement of the school's educational environment; promoting an understanding, appreciation and use of the diverse cultural, social and intellectual resources within the school community; building and sustaining positive school relationships with families and caregivers; and cultivating productive school relationships with community partners.

***ELCC 4.1 Understands and can collaborate with faculty and community members by collecting and analyzing information pertinent to the improvement of the school's educational environment.***

*PADEPP 2.3 Collaborates with stakeholders; 5.5 creates opportunities for parent/community involvement; 4.5 Manages conflict; 5.1 Involves Staff, Parents, Community and Families; 5.3 ensures use of data; 5.4 Responds to diverse community; 5.5 Creates Opportunities for Parent Community Involvement; 5.6 Collaborates to develop strategies for parents/community*

*CF 1.1 Demonstrates knowledge of subject matter*

*ISTE: 4b collaborate to collect, analyze data, interpret results and share findings*

***ELCC 4.2 Understands and can mobilize community resources by promoting an understanding, appreciation and use of diverse cultural, social and intellectual resources within the school community.***

*PADEPP 2.4 Collaborates with stakeholders; 5.3 Ensures use of data; 5.4 Respond to diverse community; 5.5 Creates opportunities for parent/community involvement; 5.6 collaborates to develop strategies for parents/community*

*CF 3.2 Provides appropriate activities for diverse learners*

*ISTE: 3 d establish and leverage strategic partnerships to support systematic improvement*

***ELCC 4.3 Understands and can respond to community interests and needs by building and sustaining positive school relationships with families and caregivers.***

*PADEPP 5.3 Involves stakeholders; 5.6 Collaborates with Staff to Develop Strategies and Resources for Parents and Community*

*CF 2.1 Implements effective learning environment*

***ELCC 4.4 Understands and can respond to community interests and needs by building and sustaining productive school relationships with community partners.***

*PADEPP:5.3 Involves stakeholders;*

*CF2.1 Implements effective learning environment*

*ISTE: 3d establish and leverage strategic partnerships to support systematic improvement*

**ELCC Standard 5.0:** Graduates of the program are building-level educational leaders who have the knowledge that promotes the success of every student by acting with integrity, fairly, and in an ethical manner to ensure a school system of accountability for every student's academic and social success by modeling school principles of self-awareness, reflective practice, transparency, and ethical behavior as related to their roles within the school; safeguarding the values of democracy, equity and diversity within the school; evaluating the potential moral and legal consequences of decision making in the school; and promoting justices within the school to ensure that individual student needs inform all aspects of schooling.

***ELCC 5.1 Understands and can act with integrity and fairness to ensure a school system of accountability for every student's academic and social success.***

*PADEPP 6.2 Models Respect, and Appreciation for All; 7.1 Demonstrates Respect for Others  
CF 4.1 Demonstrates Commitment to Fair Treatment of Students*

*ISTE: 5a ensure equitable access to appropriate digital tools and resources to meet needs of all learners*

***ELCC 5.2 Understands and can model principles of self-awareness, reflective practice, transparency, and ethical behavior as related to their roles within the schools.***

*PADEPP 6.1 Works within Professional and Ethical Guidelines; 6.2 Models respect; 7.2 Responds to Needs and Concerns to Build Mutual Understanding*

*CF 4.2 Demonstrates Belief that All Students Can Learn*

*ISTE: 5d model and facilitate development of shared cultural understanding*

***ELCC 5.3 Understands and can safeguard the values of democracy, equity and diversity within the school.***

*PADEPP 6.2 Models Respect and Appreciation for All; 7.1 Demonstrates respect for others; 6.3 Adheres to Local, State and Federal Requirements*

*CCU 4.1 Demonstrates commitment to fair treatment of students; 4.3 Demonstrates Professional Behaviors and Commitment to Professional Responsibility*

*ISTE: 5c promote and model social interactions related to use of technology*

***ELCC 5.4 Understands and can evaluate the potential moral and legal consequences of decision making in the school.***

*PADEPP 6.1 Works within professional and ethical guidelines*

*CF 4.2 Demonstrates belief that all students can learn*

*ISTE: 5b promote, model and establish policies for safe, legal and ethical use of digital information and technology*

***ELCC 5.5 Understands and can promote social justice within the school to ensure that individual student needs inform all aspects of schooling.***

*PADEPP 6.1 Works within professional and ethical guidelines*

*CF 4.1 Demonstrates commitment to fair treatment of students; 4.2 Demonstrates belief that all students can learn; demonstrates professional behaviors and commitment to professional responsibility.*

**ELCC Standard 6.0:** Graduates of the program are building-level educational leaders who have the knowledge that promotes the success of every student by understanding, responding to, and influencing the larger political, social, economic, legal, and cultural context through advocating for school students, families and caregivers; acting to influence local, district, state and national decisions affecting student learning in a school environment; and anticipating and assessing emerging trends and initiatives in order to adapt school-based leadership strategies.

***ELCC 6.1 Understands and can advocate for school students, families and caregivers.***

*PADEPP 4.3 Promotes positive growth for all; 5.4 Responds to diverse community; 6.1 Works within ethical guidelines; 7.1 Demonstrates Respects for Others; 7.2 Responds to others to build mutual understanding; 7.5 Uses appropriate oral/written communication skills;*

*CF 3.1 Knowledge of diverse needs of students*

***ELCC 6.2 Understands and can act to influence local, district, state and national decisions affecting student learning in a school environment.***

*PADEPP 5.3 Involves stakeholders in problem solving/decision making; 7.1 Demonstrates respect for others; 7.3 Communicates effectively with Stakeholders; 7. 5 Uses Appropriate Oral and Written Communication Skills; 9.3 Complies with district/state requirements.*

*ISTE: 1c advocate on local, state and national levels for policies, programs and funding to support implementation of technology-infused vision; 2e promote and participate in local, national and global learning communities that stimulate digital-age collaboration*

***ELCC 6.3 Understands and can anticipate and assess emerging trends and initiatives in order to adapt school-based leadership strategies.***

*PADEPP 2.3 Ensures data/research to improve curriculum/instruction; 2.5 Monitors instructional programs; 5.3 Involves stakeholders in problem solving/decision making; 5.5 Creates opportunities for parent/community involvement; 5.6 Collaborates to develop strategies for parents/community; 7.2 Responds to Others to Build Mutual Understanding; 7.4 Uses Skills and Strategies for Problem Solving, Conflict Resolution*

*ISTE 3d: stay abreast of educational research and emerging trends regarding effective use of technology*

**ELCC Standard 7.0 Internship. Graduates of the program are building-level educational leaders who have that knowledge that promotes the success of every student through a substantial and sustained educational leadership internship experiences that has school-based field experiences and clinical internship practice within a school setting and is monitored by a qualified, on-site mentor.**

*7.1 Substantial and field clinical internship experience: The program provides significant field experiences and clinical internship practice for candidates within a school environment to synthesize and apply the content knowledge and develop professional skills identified in the Educational Leadership Building-Level Program Standards through authentic, school- based leadership experiences.*

*7.2. Sustained internship experience: Candidates are provided a six month, concentrated (9-12 hours per week) internship that includes field experiences within a school-based environment.*

*7.3 Qualified on-site mentor: An on-site mentor who has demonstrated experience as an educational leader within a school and is selected collaboratively by the intern and program faculty with training by the supervising institution.*

### **Part III: Interdisciplinary Ph.D. in Educational Leadership**

The interdisciplinary Ph.D. in Educational Leadership involves students in developing the breadth and depth of understandings, skills, and dispositions through study in the specialization areas of Educational Leadership, Higher Education Administration. In addition, Ph.D. candidates will become well versed in the foundations of quantitative, qualitative, and mixed methods research. The curricula will also involve the selection of cognate and elective courses, and completion of dissertation hours. Cognates may include courses in literacy, special education, educational leadership, English for Speakers of Other Languages (ESOL), Certificate of Online Teaching and Training (COTT), and responsive education. Identified courses in both the specialization and cognate areas may be co-taught to interrelate key conceptual understandings. Graduates of this program will have developed the essential research knowledge base to continue as scholars who are capable of generating new knowledge, as well as the ability to interpret and translate theoretical and research knowledge into valid practices through writing, teaching, and application.

The identified areas of specialization and cognates are significant in that they represent important areas of study for the contemporary educator. Graduates from this program will have developed a broader more holistic frame of reference for addressing educational issues and advancing knowledge. The program will mainly provide career pathways for educators who are interested in continuous improvement and economic advancement in their current teaching positions, as well as the broader education and private enterprise. In addition, the program will improve career options to become school directors, curriculum coordinators, school administrators, directors of community-based educational centers, and teaching/research or administrative positions in university and college settings.

## Program Objectives

- Develop an advanced degree curricula that interrelates knowledge and skills from selected areas of specialization, complementary cognate courses, and proficiency in the areas of quantitative, qualitative, and mixed methods educational research.
- Establish a seamless P-20 educational system that promotes continuous improvement, career satisfaction, and helps retain and recruit highly effective educators.
- Facilitate interdisciplinary understandings through a co-teaching model that produces cross-disciplinary context-based solutions to contemporary educational issues.
- Provide opportunities for doctoral candidates to participate in regional collaborative networks that involve school districts, universities, and community leaders in building partnerships to affect innovative change aimed at improving educational outcomes.
- Institute advanced degree field-based experiences that allow for systematic translation of theory to practice in specific areas of specialization, cognate emphasis, and the research core curriculum.
- Demonstrate curricular understandings and proficiency of research skills through a comprehensive exam, professional presentations, scholarly writing, and the successful completion of a dissertation.

## Student Learning Outcomes

- Students develop critical thinking skills that allow them to see the integrative connections between disciplinary fields in their area of specialization.
- Students develop a regional perspective of a need for improvement and become a change-agent within the region by analyzing and providing a resolution or awareness of the concern.

- Students develop an understanding and skills to perform mixed method research that provides data-driven analysis and results to make substantive changes within the regional community.
- Students develop an awareness of diversity (i.e., people, cultures, ideas, and etc.) which may have an impact on PK-20, and appreciate the importance of engaging in lifelong interdisciplinary learning to become informed and responsible change agents within their community.
- Students learn to develop linkages between their interdisciplinary intellectual inquiries and their own ethical positions in terms of contemporary challenges facing students, schools, communities, and societies.

### Graduate School Admission Requirements

Applicants to the Ph.D. in Education must meet the Coastal Carolina University Office of Graduate Studies admission requirements. In addition, all applicants will be reviewed by an admissions committee who will make recommendations based on the following criteria:

- Completion of a Coastal Carolina University **application**. Payment of application **fee**.
- An earned Master's Degree in education or related field.
- A minimum overall cumulative grade point average of 3.0 (on a 4.0 scale) documented by official transcripts for all collegiate coursework.
- Copies of official scores on Graduate Record Examination (GRE) or Miller Analogies Test (MAT) and Test of English as a Foreign Language (TOEFL) if applicable. A score of 300 with no less than 160 on the verbal and 140 on the quantitative Graduate Record Examination, or 400 on the Miller Analogies Test. Scores must be no more than five years



old. If an applicant's Master's Degree with an overall GPA is 3.5 or higher, the Graduate Record Examination or the Miller Analogies Test are waived. **Testing Center.**

- Applicants who are non-native speakers of English must demonstrate proficiency in English and provide official results from tests taken within the last three years or one of the following acceptable means of documenting English language proficiency consistent with success in graduate programs. Note that higher scores may be required of some graduate programs so applicants are urged to consult their desired program to identify whether a higher score is required:
  - A minimum score of 550 on the paper-based (PBT) or 79 on the internet (iBT) Test of English as a Foreign Language (TOEFL)
  - A minimum score of 6.5 on the International English Language Testing System (IELTS) exam
  - Certificate of Completion of level 112 of English for Academic Purposes (EAP) from an ELS Language Center
  - Pearson Test of English (PTE) Academic with a score of 59
  - Cambridge CAE (Certificate of Advanced English ) with a minimum level of C1;
  - Cambridge CPE (Certificate of Proficiency in English) with a minimum level of C1;
  - MEL-AB (Michigan English Language Assessment Battery) with a score of 77
  - TOEIC (Test of English for International Communication) with a score of 745
  - Bachelor's degree earned from a regionally accredited U.S. institution of higher education within the last three years.
- Applicants will submit a written statement explaining how the Ph.D. in Education will be instrumental in achieving specific career and research goals.

- Submit three professional reference letters that specifically address the candidates' ability to successfully meet the demands of high-level graduate coursework\* One letter must be from their current immediate supervisor.
- A face-to-face and/or virtual interview may be required that primarily focuses on the applicant's written statement regarding career and research goals as well as the applicant's vision for their personal and professional development and how this program will support their vision.
- Applicants may submit a resume, but it is not required.

### **Degree Completion Requirements**

The Ph.D. requires the successful completion of an approved program of study with a minimum of 63 graduate credit hours. The approved program includes the specialization areas of Educational Leadership, coursework in research foundations, selection of cognate and elective courses, and dissertation hours. The degree includes a comprehensive examination and culminates with a dissertation requiring students to demonstrate and apply knowledge and skills learned in the program.

### **Program of Study**

#### **Program Requirements:**

#### **I. SPECIALIZATION AREA (21 credits)**

- EDAD 701 - Advanced Leadership and Management Theory (3 credits)
- EDAD 735 - Finance and Ethics (3 credits)
- EDAD 760 - Instructional Leadership and Supervision (3 credits)
- EDAD 770 - Assessing Leadership Skills and Initiating Change (3 credits)
- EDAD 780 - Politics and Policy of Education (3 credits)
- EDAD 786 - Topics in Educational Leadership (3 credits)
- EDAD 788 - Action Research (3 credits)

#### **II. RESEARCH FOUNDATIONS (12 credits)**

- EDUC 800 - Ways of Knowing: Introduction to Educational Research (3 credits)
- EDUC 810 - Qualitative Research Methods in Education (3 credits)
- EDUC 815 - Quantitative Research Methods in Education (3 credits)
- EDUC 825 - Mixed Methods Research in Education (3 credits)

### **III. COGNATES AND ELECTIVES (18 credits)**

- Choose 12 credit hours from one of the following cognates and
- Choose 6 credit hours of electives from any of the remaining courses

Selected from one of the specialization areas, or the identified courses in existing graduate programs (instructional technology, English for speakers of other languages (ESOL), responsive education, leadership, literacy, and special education). The cognate may emphasize the interdisciplinary focus of the doctorate through coursework in a discipline different from the student's specialization.

#### **COGNATES**

##### **Instructional Technology**

- EDIT 700 - Principles of Instructional Design (3 credits)
- EDIT 704 - Technology in Curricula (3 credits)
- EDIT 710 - Instructional Technology Tools (3 credits)
- EDIT 720 - Theories of Learning with Instructional Technology (3 credits)
- EDIT 760 - Instructional Technology Leadership (3 credits)

##### *Online Teaching Endorsement Courses*

- EDIT 604 - Teaching with Technology (3 credits)
- EDIT 610 - Instructional Design and Technology Integration (3 credits)
- EDIT 620 - Technology Planning and Management (3 credits)
- EDIT 630 - Development of Instructional Multimedia (3 credits)
- EDIT 650 - Teaching and Learning Online (3 credits)
- EDIT 660 - Advanced Online Teaching (3 credits)

##### **English for Speakers of Other Languages**

- EDSP 641 - Comprehensive Assessment for Exceptional Learners (3 credits)
- EDSP 697 - Practicum in Special Education (3 credits)

##### *Certification for English for Speakers of Other Languages*

- EDLL 650 - Applied Linguistics for ESOL Teachers (3 credits)
- EDLL 651 - Principles and Strategies for Teaching ESOL 3 to Elementary and Secondary Learners (3 credits)
- EDLL 652 - Teaching Reading and Writing to English Learners (ELs) (3 credits)
- EDLL 653 - Testing and Assessment for Language Minority Students (3 credits)
- EDLL 654 - ESOL Curriculum Design and Materials Development (3 credits)

##### **Responsive Education**

- EDEQ 624 - Framework for Equitable Education (3 credits)
- EDEQ 625 - Application of Differential Instruction (3 credits)

- EDEQ 626 - Culturally Responsive Methods and Materials (3 credits)
- EDEQ 628 - STEM Methods and Materials for Diverse Students (3 credits)
- EDEQ 640 - Successful Collaboration with Diverse Families (3 credits)

#### Leadership

- EDAD 760 - Instructional Leadership and Supervision (3 credits)
- EDAD 770 - Assessing Leadership Skills and Initiating Change (3 credits)
- EDAD 780 - Politics and Policy of Education (3 credits)
- EDAD 786 - Topics in Educational Leadership (3 credits)
- EDAD 788 - Action Research (3 credits)

#### Literacy

- EDLL 603 - Research in Literacy Methods and Materials (3 credits)
- EDLL 606 - Trends and Issues in Literacy Education (Capstone) (3 credits)
- EDLL 617 - Content Area Reading and Writing for Middle and High School Teachers (3 credits)
- EDUC 607 - Research for Today's Schools (3 credits)

##### *\*Read to Succeed Literacy Teacher Endorsement*

- EDLL 600 - Advanced Reading Theory: Philosophical, Historical, and Sociological Foundations of Reading (3 credits)
- EDLL 604 - Practicum in Literacy Assessment and Evaluation (3 credits)
- EDLL 608 - Instructional Strategies and Materials in Literacy (3 credits)
- EDLL 616 - Content Area Reading and Writing for Early Childhood and Elementary Teachers (3 credits)

##### *\*Read to Succeed Literacy Coach Endorsement*

- EDLL 620 - Literacy Assessment and Instruction for Diverse Populations (3 credits)
- EDLL 621 - Developing Literacy Teacher-Leaders Within School Communities (3 credits)
- EDLL 622 - Action Research in Literacy Coaching (3 credits)

#### Special Education

- EDSP 600 - Applied Behavior Analysis (3 credits)
- EDSP 606 - Instructional Design in Special Education (3 credits)
- EDSP 630 - Single-case Research (3 credits)
- EDSP 635 - Advanced Topics in Special Education (3 credits)
- EDSP 640 - Behavior Management (3 credits)
- EDSP 641 - Comprehensive Assessment for Exceptional Learners (3 credits)
- EDSP 697 - Practicum in Special Education (3 credits)

#### **IV. DISSERTATION (12 credits)**

- EDUC 899 - Dissertation (1-12 credits)

**Total Graduate Credits Required: 63**

\* South Carolina Initial Licensure Add-on Certification or Endorsements

Three-year program completion: 6 credit hours fall semester, 6 credit hours spring semester, and 9 credit hours summer equals 21 credit hours a year times 3 years equals 63 credit hours for the total program.

### **Course Descriptions**

For current course descriptions, please visit the graduate catalog for your entrance year at

<https://catalog.coastal.edu/index.php?catoid=13>

## **Part IV: Graduate Studies Information and Resources**

In this section of the *Handbook*, we provide information about graduate studies in general, with specific information about financial aid, student appeals, academic integrity, transfer credit, course load, academic standards, and CCU's non-discrimination policy. Part IV ends with a description of library resources provided for all graduate students at CCU.

### **Financial Aid and Scholarships**

Financial Aid and Scholarships  
219 Baxley Hall, Chanticleer Drive East  
P.O. Box 261954  
Conway, SC 29528-6054  
800-277-7000, extension 2313  
843-349-2313  
843-349-2347 (fax)  
finaid@coastal.edu

#### **Office Hours**

8 a.m. to 5 p.m. Monday, Wednesday and Friday  
8 a.m. to 7 p.m. Tuesday and Thursday (when classes are in session)

The mission of Financial Aid and Scholarships is to support the goals of the University by assisting students and parents in identifying possible sources of assistance that will encourage economic, social, cultural and academic diversity in the student body. In fulfilling this mission, the office provides counseling and information on financial resources, educational financial planning, personal money management and debt management. We also support the University's goal to provide access to higher education and to attract a talented and diverse student population.

**School Code:** 003451

You must be registered in your classes on or before the term's census date to be eligible for federal or state aid.

### **Determining Financial Need**

To be considered a full-time graduate student, students must be enrolled in a minimum of 6 credit hours for the fall and spring semesters. For all summer courses, please contact financial aid.

To determine financial aid eligibility, please visit <http://www.coastal.edu/financialaid/> for more information.

### **Federal Eligibility Requirements**

Any student who is accepted for admission is eligible to request financial assistance. However, there are several general eligibility requirements a student must meet to receive federal financial aid:

1. A student must be admitted to Coastal Carolina University as a regular or conditional student.
2. A student must be a U.S. citizen or a national or permanent resident.
3. A student may not receive aid if he or she is in default at any institution on any Federal Loan Program.
4. Generally, a student must be enrolled at least halftime. This is defined as 3 hours per semester for graduate students and 6 hours per semester for undergraduate students.
5. A student may not receive aid if he or she owes a repayment at any institution on a Pell Grant, Supplemental Grant, or State Student Incentive Grant.

### **Types of Financial Aid**

Please visit the CCU Financial Aid website for detailed information about the various financial aid programs offered.

### **Student Appeal of Grade and Academic Grievances**

Appeals should be made within the academic unit that directs the student's program. Appeals should be addressed to the designated graduate administrator in the college where their course work is housed. Only after the internal process for appeals and grievances has been exhausted should a student take his/her case to the Dean of the College. If the Dean cannot resolve the question being raised, he/she will refer it to the Committee on Petitions and Scholastic Standing, or another similar committee, in the college of the student's degree.

A student who wants relief from any academic regulation of the University may submit the case for consideration to the appropriate committee in the College of the student's major or the appropriate University-wide committee. Petitions related to programs, regulations, or other matters in the graduate program should be addressed to the Dean of the College who will then refer it to the appropriate College committee. Petitions requesting substantial deviation from established practice also should be referred to the Dean of the College. Appeals, grievances, or petitions may be related to academic matters only.

## Student Academic Integrity

All members of our community – students, faculty, staff and administrators – share responsibility for promoting a culture of academic integrity. Each group plays a different role and, together, cultivates mutual respect and ethical behavior.

### Students:

- Understand and abide by the Code of Student Conduct
- Take responsibility for personal behavior
- Actively oppose every instance of academic dishonesty

### Faculty Members:

- Serve as mentors, advisers and educators for students
- Uphold and enforce University rules and guidelines
- Clarify academic expectations for students

### Administrators and Staff:

- Educate the campus and surrounding communities about academic integrity
- Ensure reasonable and consistent enforcement of standards

### *Prohibited Conduct*

1. Plagiarism, cheating, attempted cheating and all other forms of academic dishonesty.

a. Examples of plagiarism include, but are not limited to, the following:

- (i) Borrowing words, sentences, ideas, conclusions, examples and/or organization of an assignment without proper acknowledgment from a source (for example, a book, article, electronic document or another student's paper);
- (ii) Submitting another person's work in place of his/her own;
- (iii) Allowing someone else to revise, correct or edit an assignment without explicit permission of the instructor;
- (iv) Submitting work without proper acknowledgment from commercial firms, websites, fraternity or sorority files, or any other outside sources, whether purchased or not;
- (v) Allowing another person to substitute any part of a course for them, including quizzes, tests and final examinations;
- (vi) Submitting any written assignments done with the assistance of another without the explicit permission of the instructor;



(vii) Submitting work that was originally prepared for another class without the explicit permission of the instructor;

(viii) Knowingly aiding another student who is engaged in plagiarism.

b. Examples of cheating and attempted cheating include, but are not limited to, the following:

(i) Using or intending to use unauthorized information, materials or assistance of any kind for an assignment, quiz, test or final examination;

(ii) Knowingly aiding or attempting to aid another student who is engaged in cheating.

2. Furnishing false information to any University official, faculty member or University office to obtain academic advantage.

3. Forging, altering or misusing any University document or record to obtain academic advantage.

### *Academic Sanctions*

1. Following the student-faculty hearing, the faculty member may impose one (1) or more of the following sanctions when a student is found in violation:

- a. Written warning
- b. Grade of F on the assignment
- c. Grade of FX in the course (If a penalty grade of FX is imposed in the course, the student will not be able to drop the course, petition a grade change or use the grade forgiveness policy.)
- d. Required to attend an academic integrity workshop
- e. Other educational sanctions (in consultation with the Academic Integrity Officer)

2. The CAIC, College Dean or designee may impose one (1) or more of the following sanctions when a student is found in violation:

- a. Any student-faculty hearing sanctions
- b. Loss of privileges
- c. Disciplinary suspension from the University
- d. Permanent Dismissal from the University

Students who do not complete required sanctions may be referred to the CAIC for additional sanctions.

## Transfer Credit

A student transferring to the University from another college or university should, before enrolling in any course at the University, have transcripts evaluated by the Office of Admissions.

It is only through such evaluation that a student will know which transferred courses may be applicable toward Coastal degree requirements. Students from regionally accredited colleges and universities may transfer credit for academic courses completed with grades of C (meaning C-, C or C+) or above, but the University reserves the right to determine what credit, if any, for courses taken elsewhere will be counted toward its degrees.

The regional accrediting associations are Middle States Association of Colleges and Schools, North Central Association of Colleges and Schools, New England Association of Schools and Colleges, Northwest Association of Schools and Colleges, Southern Association of Colleges and Schools, and Western Association of Schools and Colleges. Students cannot receive degree credit for a course taken at Coastal if they have received transfer credit for an equivalent course taken previously at another institution. Similarly, transfer credit will not be awarded if a Coastal equivalent, regardless of the grade earned, appears on the Coastal academic record. A student can never be awarded more transfer credit for a course than the original institution awarded.

Credits earned at another institution while a student is on suspension, academic or non-academic, from Coastal Carolina University are not transferable and cannot be applied toward a degree or used in improving the grade point average.

## Evaluation of Transfer Credit

Up to 12 semester hours of credit with grades of B or above (or equivalent grades if a different system is used from other institutions of approved graduate standing may be transferred for use with the following restrictions. Credit must have been earned at an institution accredited, at the time the course work was completed, by a regional accrediting commission.

The only exceptions to this standard are as follows: transfer from foreign institutions, transfer of course work completed at an institution accredited by a recognized accrediting body, or the acceptance of credit for military education. Graduate credit will not be accepted for portfolio-based experiential learning which occurs prior to the student's matriculation into a Coastal Carolina University graduate program and which has not been under the supervision of the institution.

1. The credit must be approved by the graduate administrator and the Dean of the College where the student seeks to have the credit applied.
2. The credit must be dated within the six-year period allowed for a degree. There is no revalidation mechanism for transfer credit that does not fall within the time limit.

## **Course Load**

A student may enroll for a semester load not to exceed twelve (12) graduate hours (with the exception of the fall semester of the Master of Arts in Teaching (M.A.T.) program in the Spadoni College of Education, when Track B candidates will take 15 hours. A student is classified as a full-time student for academic purposes with nine (9) or more hours during a fall or spring term, six (6) hours during the entire summer session. A student is classified as a part-time (half-time) student for academic purposes with six (6) credit hours during a fall or spring term.

## **Academic Standards**

Graduate courses will earn degree credit completed at a grade level of C or above, but the student's average on all courses attempted for graduate credit which are to be applied to degree completion must be at least a B (3.0 on a 4-point system). A grade of C- is not considered to be at the C level. Additionally, the student's grade point average on all courses numbered 700 or above, that are to be applied to degree completion, must be no less than 3.0. Grades earned on credits transferred from other universities do not count in the grade point average. Grades earned below the grade of C do not transfer to Coastal Carolina University.

An accumulation of grades of C+ or below on 12 credits of graduate course work taken at the University within a 6 year period will disqualify a student for a graduate degree. This rule applies only to courses taken for degree completion purposes; it applies even to courses taken in two or more degree programs.

Students who receive grades below B on 12 or more graduate credit hours, where these hours are being taken for degree completion purposes, are consequently suspended from degree candidacy status and are not permitted to enroll for further courses even as non-degree students without the specific approval by the University. After a grade below B is 6 years old, it will cease to be a disqualifying factor.

## **Satisfactory Progress and Length of Academic Program**

Institutions participating in Title IV Federal aid programs are required by the United States Department of Education to establish institutional policies which define and measure the quantitative and qualitative progress of eligible students.

Each student who receives Federal financial aid at Coastal Carolina University is required to maintain satisfactory academic progress toward completion of his/her program of study.

## **Coastal Carolina University's Graduate Studies Satisfactory Academic Progress Policy**

1 A graduate student must be admitted and enrolled as a degree-seeking student.

- 2 A graduate student must meet the University's standards for continued enrollment, which means being enrolled each major semester (fall and spring).
- 3 A graduate student must achieve or maintain a minimum cumulative grade point average of 3.0.
- 4 A graduate student must satisfactorily complete a minimum of fifty percent (50%) of the courses that he/she attempts. Please note that courses dropped from a student's schedule after the published drop/add period are included in the completion percentage.
- 5 A graduate student must complete requirements for a single master's degree within 6 years of beginning the program.

If mitigating circumstances were a factor in the student's unsatisfactory academic performance, a *separate* appeal process is required for Federal financial aid consideration.

Transfer students unconditionally admitted to the University will be considered to be making satisfactory academic progress for Federal financial aid at the time of enrollment. Students with excessive transfer credits are encouraged to see a Financial Aid Counselor in reference to their maximum timeframe of eligibility for Federal financial aid.

A student who has earned a previous degree and is now seeking a second degree is required to submit an appeal for Federal financial aid consideration. These students must submit documentation to explain why a second degree or career change is required and a signed program evaluation from the student's advisor detailing the coursework required to complete his/her goal. If the student's plan is deemed reasonable, a conditional approval for Federal financial aid will be issued one semester at a time until the student successfully completes his/her goal or fails to meet the stipulations of his/her conditional approval.

If a student's ability to meet the University's standards of satisfactory academic progress was affected by mitigating circumstances, he/she may appeal the denial of Federal financial assistance with Financial Aid and Scholarships. Examples of mitigating circumstances include but are not limited to: mental or physical illness, death of a loved one, and divorce or separation. Written documentation, in addition to that required by the established appeal process, is required to validate the mitigating circumstance(s).

Effective August 2009, a student's unsatisfactory academic progress standing does not affect his/her ability to seek or receive private financial assistance to attend the institution. A student who does not have mitigating circumstances to warrant an appeal for Federal aid is encouraged to explore alternative or private funding to continue his/her enrollment. Please see a Financial Aid Counselor if you need assistance with obtaining private funding.

### **Nondiscrimination Policy**

It is the policy of Coastal Carolina University to prohibit discrimination on the basis of age, color, disability, sexual orientation, gender identity and expression, national origin, race,

religion, sex, or veteran's status in regard to the administration of all campus programs, services and activities including intercollegiate athletics, and the admission of students, employment actions, or other sponsored activities.

Title IX of the Education Amendments of 1972 and certain other federal and state laws prohibit discrimination in education programs and activities operated by Coastal Carolina University.

Coastal Carolina University complies with the requirements of Title IX of the Education Amendments of 1972, 20 U.S.C. Sec. 1681, et seq., and subsequent regulations, which prohibits discrimination on the basis of sex, including pregnancy and parental status, in all programs and activities receiving federal financial assistance. Coastal Carolina University receives such assistance and complies with this law and its implementation of regulation.

### **Coastal Carolina University Bryan Information Commons- Kimbel Library Information**

The Bryan Information Commons, named in honor of the Rebecca C. Bryan family, is a state-of-the-art, two-story addition to the Kimbel Library. The Bryan Information Commons provides individual computer workstations, collaborative group Mediascapes, high-tech study and presentation rooms, and areas of comfortable soft seating to allow for reflection and study. Besides providing natural light, the expansive windows afford spectacular views of the campus.

A seating area adjoining the vending machine room features booths and small café tables. All tables throughout the commons are wired to allow easy access for plugging in laptops and other equipment. Study and presentation rooms are equipped with ENO boards and large screen monitors for multi-purpose functionality.

Rooms are equipped with the technology needed to work on a group project, watch a movie, record a presentation, or participate in a Skype or Adobe Connect session, to name a few of their uses. Study and presentation rooms are available on a first-come basis. Control panels and pens for the ENO boards, wireless keyboards, remote controls for projectors, and other peripherals can be checked out at the Peter C. Bolton Help Desk on the first floor of the commons.

Assistance is provided at the help desk or by filling out the online Book a Librarian form, for in-depth reference questions.

The Kimbel Library and Bryan Information Commons are located on University Boulevard, halfway between Highway 544 and U.S. Route 501.

**General Phone:** 843-349-2400

The Kimbel Library and Bryan Information Commons can be accessed online at [www.coastal.edu/library](http://www.coastal.edu/library)