Graduate Council Agenda
Meeting Wednesday, May 1, 2019
EHFA, room 164 @ 11:45 am

Old Business
1. Approve minutes from April 3, 2019
2. Updates on Ad-hock committees
3. Update on library access for senior citizens
4. Update on request for graduate student eligibility for SAF Funds
5. Reconsider Tabled Item 43 from last meeting:
   a. EDAD 792 Legal Basis of Educational Organization and Administration
      Change description to: This course examines advanced principles of
educational law with special attention to public sectors, private sectors,
colleges, and universities. Other related topics which will be examined include
hiring and personnel issues, dismissal, due process, current court decisions,
and constitutional issues. The rights and responsibilities of various educational
stakeholders will also be discussed. The course includes discussion, research,
presentation, and application of educational law in relation to various
educational settings.

   b. EDAD 793 College Teaching and Advising
      Change description to: This course examines the elements associated with
teaching at the college level and advising both undergraduate and graduate
students. Learners have the opportunity to read and discuss current literature
on teaching, learning, adult students, and successfully advising students. The
course is designed to teach students how to effectively prepare and deliver
meaningful, practical, and reflective instructional strategies in the college
classroom. Students also learn general frameworks, best practices, and various
barriers associated with advising adult learners.

New Business
1. Consent Agenda (Form A items) – p. 3
2. Curriculum Forms B-D

Form B
1. Item #72. Specialist in Instructional Technology – This change is to simply add
   portal information to program description listed in the catalog. The additional portal
   information is required for accreditation purpose.
2. **Item #73. Master of Education in Instructional Technology** - This change is to simply add portal information to program description listed in the catalog. The additional portal information is required for accreditation purpose.

**Form C**

1. **Item #390 Student Motivation and Management EDUC 627**
   
   **Proposed entire Catalog description:** EDUC 627: Student Motivation and Management. (3). Study of effective principles and techniques of motivation and management in classrooms today. Attention is given to theories and strategies of the management of students, as well as classroom organization, and the relationship between motivation and management. (F, S, SU) **Justification:** This course is part of the new Master of Arts: Education degree. This management course is outlined as a required course for PACE teachers who are our primary audience. Also, classroom management is a vital need for middle and high school teachers to be successful.

2. **Item # 385 Schools and Communities EDUC 652**
   
   **Proposed entire Catalog description:** Schools and Communities: (3) (Prerequisite: EDSC 685) Provides an understanding of unique learning environments based on communities in which schools reside and serve students. Emphasizes understanding of how communities are partners in the context of school and work toward educating children. (F, S, SU) **Justification:** This course will be part of the new Master of Arts: Education program.

3. **Item #393 Foundations in American Education EDSC 679**
   
   **Proposed entire Catalog description:** EDSC 679 Foundations in American Education: (3) A study of the principles of curriculum development in schools today as related to standards-based instruction and assessment. Attention is given to the teacher’s role in understanding curriculum, theory behind curriculum development, and implementing standards-based curriculum, instruction, and assessment. (F, S, SU) **Justification:** The State Department of Education has called for programs to support teachers entering teaching through alternative license pathways.

4. **Item #391 Content Area Reading EDSC 625**
   
   **Proposed entire Catalog description:** EDSC 625 Content Area Reading: (3) A literacy methods course designed for candidates to learn general literacy instructional techniques and assessment strategies. Candidates will use these techniques and strategies to design a content-area instructional unit complete with an accompanying text set and assessments. Attention is given to addressing reading difficulties and enhancing reading skills necessary for effective teaching of content area materials.
(F,S,SU) **Justification:** This will be part of the new Master of Art: Education course which will serve alternative license teachers (PACE).

5. **Item #392 Foundations in Literacy Instruction EDSC 644**

   **Proposed entire Catalog description:** EDSC 644 Foundations in Literacy Instruction: (3) An introductory course to literacy and its role in secondary schools and society. Candidates will research literacy by defining it and directly relating it to their field. An overview of literacy education topics including assessment, testing, equity, and multiple literacies will also be surveyed. (F, S, SU). **Justification:** The new Master of Arts: Education will serve a population we currently do not serve, secondary PACE teachers. The State Department of Education has called for programs to support alternate entry teachers.

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**Form D**

**Item #44 Master of Arts in Education (M.Ed)**

**Catalog Description:** Program: Master of Arts: Education - Coastal Carolina University

The Master of Arts: Education is designed to deepen educators’ knowledge in their pedagogy and research about teaching methodology. The focus of the proposed program is to learn about the many components of teaching, including broadening their understanding of curriculum, instruction, and assessment of learners and the use and analysis of formative and summative data to make informed-instructional decisions. This proposed program will be offered 100% asynchronous - online, which is designed to benefit working teachers while maintaining a high academic quality program and learning experiences.

The Master of Arts: Education requires a completion of 33 credit hours of graduate work. All 33 must be completed in the major. This proposed program will be offered 100% asynchronous - online, which is designed to benefit working teachers while maintaining a high academic quality program and learning experiences. This program is not designed to lead to initial licensure.

List the Program Objectives:

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 in the classroom.
4. Demonstrate leadership behaviors and dispositions in and out of the classroom.
5. Engage in research to create reflective practice to improve teaching and learning.
6. Engage in action research to evaluate and identify ways to improve teaching pedagogy and student performance.
7. Apply principles of effective teaching based on educational theory, laws, county and school policy, and ethical practice in the comprehensive delivery of instruction to all students in the classroom.

Student Learning Outcomes:
1. Design learning environments and provide evidence-based instructional strategies to differentiate instruction for positive learning results in the classroom.
2. Select or create formative and summative assessment, and differentiated instructional strategies and activities, which lead to sound instructional decisions in lesson design for all students.
3. Effectively review and use current research in the field to improve teaching and student learning in the classroom.
4. Conduct and evaluate classroom-based research that can be disseminated in the candidate’s school, district, and for professional audiences through publication and presentation.
5. Demonstrates the ability to collaborate and work effectively with other students in the program.
6. Create a research project that investigates teaching and learning that positively impacts student learning.

Admission Requirements
The following are required for admission into the educational leadership program:
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. Official transcripts reflecting an undergraduate Grade Point Average (GPA) of 3.0 (overall) on a 4.0 scale on undergraduate work OR, a report of minimum score of 286 with no less than 146 on the verbal and 140 on the quantitative portions on the Graduate Record Exam (GRE), OR, a report of a minimum score of (388) on the Miller Analogies Test (MAT). Scores must be no more than five (5) years old.
3. Approval of the Portal I Faculty Committee.

Degree Requirements
The Master of Arts: Education in the Spadoni College of Education
includes the following requirements:
1. Successful completion of 33 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 Capstone Project.

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. Advisers are assigned by the M.A. Coordinator. 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.

Degree Requirements (33 Graduate Credit Hours)

Required Courses

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<tr>
<th>Course Title</th>
<th>Credit Hours</th>
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<tbody>
<tr>
<td>EDIT 604 Teaching with Technology</td>
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<td>EDSC 625 Content Area Reading</td>
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<td>EDSC 644 Foundations in Literacy Instruction</td>
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<td>EDSC 652 Schools and Communities</td>
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<td>EDSC 675 Advanced Study of Secondary Curriculum and Program Models</td>
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<td>EDSC 679 Foundations in American Education</td>
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<td>EDSP 692 Foundations and Services for Exceptional Learners</td>
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<td>EDUC 607 Research for Today’s Schools</td>
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<td>EDUC 627 Student Motivation and Management</td>
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<td>EDUC 680 Capstone Experience</td>
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<td>EDUC 685 Strategies for Diverse Learners</td>
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Course Descriptions

EDIT 604 Teaching with Technology: (3) A standards-based investigation of instructional technologies and their potential to improve teaching practices, professional productivity, and student performance. The course is designed to meet the National Education Technology Standards for Teachers (NETS-T), published by ISTE. (SU)

EDUC 607 Research for Today’s Schools: (3) Study of the principles of educational research, with a focus on how research can improve instruction and assessment in PK-12 learning environments. Course topics include identifying and defining the major research designs associated with quantitative and qualitative research in the field of education, critiquing and synthesizing research articles, and developing a research
EDSC 625 Content Area Reading: (3) A literacy methods course designed for candidates to learn general literacy instructional techniques and assessment strategies. Candidates will use these techniques and strategies to design a content-area instructional unit complete with an accompanying text set and assessments. Attention is given to addressing reading difficulties and enhancing reading skills necessary for effective teaching of content area materials. (F,S,SU)

EDUC 627 Student Motivation and Management: (3) Study of effective principles and techniques of motivation and management in classrooms today. Attention is given to theories and strategies of the management of students as well as classroom organization and the relationship between motivation and management. (F, S, SU)

EDSC 644 Foundations in Literacy Instruction: (3) An introductory course to literacy and its role in secondary schools and society. Candidates will research literacy education topics including assessment, testing, equity, and multiple literacies, will also be surveyed.(F,S,SU)

EDSC 652 Schools and Communities: (3) (Prerequisite: EDUC 685) Provides an understanding of unique learning environments based on communities in which schools reside and serve students. Emphasizes understanding of how communities are partners in the context of school and work toward educating children. (F, S, SU)

EDSC 675 Advanced Study of Secondary Curriculum and Program Models: (3) A study of methods, techniques and materials appropriate to teaching. Students explore a variety of teaching methods to increase learning. They explore the ways a teacher can formatively and summatively assess students to determine successful learning. (F,S,SU)

EDSC 679 Foundations in American Education: (3) A study of the principles of curriculum development in schools today as related to standards-based instruction and assessment. Attention is given to the teacher’s role in understanding curriculum, theory behind curriculum development, and implementing standards-based curriculum, instruction, and assessment. (F, S, SU)

EDSP 692 Foundations and Services for Exceptional Learners: (3) Presentation of an overview of exceptionalities of children and youth, as well as curricular and instructional modifications or accommodations that may be needed to meet their needs in the general education classroom. Philosophical and historical foundations of special education, current trends and issues in service delivery, federal and state law, court cases and
regulations for special education programs are addressed. (SU)

EDUC 680 Capstone Experience: (3) (Prerequisite: EDUC 607) Study that focuses on the preparation of an action research project, paper and presentation that addresses a real problem found in the classroom/job assignment of the candidate and applies the knowledge and skills gained in the degree program. (F, S, SU)

EDUC 685 Strategies for Diverse Learners: (3) Course designed to assist teachers in exploring issues in multicultural and special education to recognize how such factors as socioeconomic status, racial and ethnic backgrounds, gender, language proficiency, and disabilities may affect a child’s performance. Teachers will study ways of making classrooms, curricula, and instructional strategies suitable for a diverse student population. (F, S, SU)

Use of Technology
(Describe the mode of course delivery, opportunities for student-faculty interactions, and faculty development activities related to the use of technology, if any.)

This program will be delivered completely on-line. The faculty will interact with students in each class and hold on-line office hours. Faculty have trained with courses offered through CETEAL and gone through the COOL grant process to develop the coursework. This included developing the course and an extensive review of the on-line course.
1. New Business

Form A

1. Item # 83. EDAD 760 Instructional Leadership and Supervision – (Change of prereqs from EDAD 701 and EDAD 789 to EDAD 701 and EDAD 789 or Admission to the Ph.D. in Education)
   
   Current entire catalog description: (Prereq: EDAD 701, EDAD 789) From the framework of district level leadership, this course surveys the process for supervising, improving, coordinating, and evaluating instruction. It includes contemporary trends in supervisory practices. MY
   
   Proposed entire catalog description: (Prereq: EDAD 701 and EDAD 789 or Admission to the Ph.D. in Education or permission of the instructor) From the framework of district level leadership, this course surveys the process for supervising, improving, coordinating, and evaluating instruction. It includes contemporary trends in supervisory practices. MY

2. Item #84. EDAD 780 Politics and Policy of Education - (Change of prereqs from EDAD 701 and EDAD 789 to EDAD 701 and EDAD 789 or Admission to the Ph.D. in Education)
   
   Current entire catalog description: (Prereq: EDAD 701, EDAD 789) The framework of this course is the micro and macro politics of education in the United States. It provides an introduction to the field of educational politics, the political process, and their transformation into policy. SU
   
   Proposed entire catalog description: (Prereq: EDAD 701 and EDAD 789 or Admission to the Ph.D. in Education or permission of the instructor) The framework of this course is the micro and macro politics of education in the United States. It provides an introduction to the field of educational politics, the political process, and their transformation into policy. SU

3. Item #85. EDAD 735 Finance and Ethics (Change of prereqs from EDAD 701 and EDAD 789 to EDAD 701 and EDAD 789 or Admission to the Ph.D. in Education)
   
   Current entire catalog description: (Prereq: EDAD 701, EDAD 789) This course serves as an introduction to finance and ethics at various levels of educational organizations. The course applies contemporary theories of economics to educational funding, sources of revenue, and resource allocation. The course also reviews current trends in fiscal structures and operations within various educational settings. Other related topics include budget management, expenditures, local and federal involvement, monetary safeguards
and audits. The curriculum includes discussion, research, and application of ethics in relation to finance and other associated topics. TBA

**Proposed entire catalog description:** (Prereq: EDAD 701 and EDAD 789 or Admission to the Ph.D. in Education or permission of the instructor) This course serves as an introduction to finance and ethics at various levels of educational organizations. The course applies contemporary theories of economics to educational funding, sources of revenue, and resource allocation. The course also reviews current trends in fiscal structures and operations within various educational settings. Other related topics include budget management, expenditures, local and federal involvement, monetary safeguards and audits. The curriculum includes discussion, research, and application of ethics in relation to finance and other associated topics. TBA

4. **Item #86. EDAD 786 Topics in Educational Leadership (Change of prereqs from EDAD 701 and EDAD 789 to EDAD 701 and EDAD 789 or Admission to the Ph.D. in Education)**

**Current entire catalog description:** (Prereq: EDAD 701, EDAD 789) Course topics are determined by the interest and needs of the students and the instructor including a focus on Special Education, the Common Core Standards, and Instructional Technology. Topics identified and researched in this course are used for action plans designed in EDAD 788 - Action Research (3 credits) and EDAD 795 - District Level Internship II (3 credits). F

**Proposed entire catalog description:** (Prereq: EDAD 701 and EDAD 789 or Admission to the Ph.D. in Education or permission of the instructor) Course topics are determined by the interest and needs of the students and the instructor including a focus on Special Education, the Common Core Standards, and Instructional Technology. Topics identified and researched in this course are used for action plans designed in EDAD 788 - Action Research (3 credits) and EDAD 795 - District Level Internship II (3 credits). F

5. **Item #87 EDAD 788 Action Research (Change of prereqs from EDAD 701 and EDAD 789 and EDAD 786 to EDAD 701 and EDAD 789 and EDAD 786 or Admission to the Ph.D. in Education)**

**Current entire catalog description:** (Prereq: EDAD 701, EDAD 786, and EDAD 789) Course advances the proposition that the action research approach is a useful paradigm for school district improvements. After learning about action research methodologies, students collaborate with a district level educational leader who works with the student identifying a topic for action research. The student may use the action research topic to build an action plan addressing the issue for implementation in EDAD 795 - District Level Internship II (3 credits). S

**Proposed entire catalog description:** (Prereq: EDAD 701, EDAD 786, and EDAD 789 or Admission to the Ph.D. in Education or permission of the instructor) Course advances
the proposition that the action research approach is a useful paradigm for school district improvements. After learning about action research methodologies, students collaborate with a district level educational leader who works with the student identifying a topic for action research. The student may use the action research topic to build an action plan addressing the issue for implementation in EDAD 795 - District Level Internship II (3 credits). S

6. Item #88 EDSC 675 Advanced Study of Secondary Curriculum and Program Models

Current entire catalog description: Study of effective principles of secondary curriculum development in schools today as related to standards-based instruction and assessment. Attention is given to the teacher’s role in understanding curriculum, theory behind curriculum development, program models and implementing standards-based curriculum instruction and assessment. SU

Proposed entire catalog description: EDSC 675 Advanced Study of Secondary Curriculum and Program Models: (3) A study of methods, techniques and materials appropriate to teaching. Students will explore a variety of teaching methods to increase student learning. They will explore the variety of ways a teacher can formatively and summatively assess students to determine successful learning. (F,S,SU)

7. Item #89 Capstone Experience

Current entire catalog description: Study that focuses on the preparation of an action research project, paper and presentation that addresses a real problem found in the classroom/job assignment of the degree candidate and that applies the knowledge and skills gained in the degree program. A portfolio presentation documenting proficiency in designated national and college standards is also included. As Needed

Proposed entire catalog description: EDUC 680 Capstone Experience: (3) (Prerequisite: EDUC 607) Study that focuses on the preparation of an action research project, paper and presentation that addresses a real problem found in the classroom/job assignment of the candidate and applies the knowledge and skills gained in the degree program. (F, S, SU)