



**TO:** Dr. Christopher Shamburg, University Senate President

**FROM:** Senate Graduate Studies Committee (GSC)  
 Dr. Chris Carnahan, Co-Chair                      Dr. John Melendez, Co-chair  
 Dr. Gunhan Caglayan                                 Dr. Amit Mokashi  
 Dr. Helen Friedland                                 Dr. Grace Wambu  
 Dr. Venessa Garcia                                 Student Rep, TBA

**DATE:** January 27, 2021

**SUBJECT:** GSC January 2021 Report

The Senate Graduate Studies Committee (GSC) met via zoom on January 27, 2021, with six of seven members in attendance. The GSC reviewed ten (10) course proposals.

**New Course Proposal**

The committee reviewed and approved ten (10) course proposals. During the meeting course proposers were invited to our zoom meeting and informed of GSC concerns; edits were subsequently completed in CIM to address the concerns based on mutual agreement.

Requested Action	New Permanent Course
<b>Abbreviated Course Title</b>	EDTC TBD-2: STEM Foundations: Rethink Learning
<b>Full Course Title</b>	EDTC TBD-2: STEM Foundations
<b>Credits</b>	3.0
<b>Course Level</b>	600 level (Graduate)
<b>Catalog Description</b>	This integrated, interdisciplinary course challenges students to rethink learning by integrating innovative STEM practices and tools and providing hands-on and relevant learning experiences. Students will engage with comprehensive STEM tools to support pedagogical applications in all areas of the curriculum and in all grade levels.
<b>Enrollment &amp; Scheduling</b>	20, This course will be offered every Fall, Spring and Summer as part of a STEM Certificate program in the Educational Technology department
<b>Prerequisites</b>	N/A
<b>Component Workload</b>	Lecture (3.0 credits)
<b>Proposed by</b>	Chris Carnahan

Requested Action	New Permanent Course
<b>Abbreviated Course Title</b>	EDLD 814: Innovative Teaching Strategies and Practices
<b>Full Course Title</b>	EDLD 814: Inn. Teaching Practices
<b>Credits</b>	3.0
<b>Course Level</b>	800 level (Graduate)
<b>Catalog Description</b>	This course provides community college leaders with a strong foundation in backward course design principles and evidence-based teaching and learning practices. Students will also explore

	and evaluate innovative approaches to teaching in-person, online, and blended courses to meet the changing needs of diverse student populations.
<b>Enrollment &amp; Scheduling</b>	Recommended enrollment is 20. The course will be offered every Summer Semester as part of the cohort doctoral program requirements.
<b>Prerequisites</b>	EDLD 813 Promoting Equity: Teaching and Supporting Diverse Adult Learners
<b>Component Workload</b>	Lecture (3.0 credits)
<b>Proposed by</b>	Christine Harrington

<b>Requested Action</b>	<b>New Permanent Course</b>
<b>Abbreviated Course Title</b>	EDLD 815: Strategic Planning, Assessment, and Innovation
<b>Full Course Title</b>	EDLD 815: Strat. Planning & Assessment
<b>Credits</b>	3.0
<b>Course Level</b>	800 level (Graduate)
<b>Catalog Description</b>	This course focuses on strategic planning, assessment, and institutional effectiveness in community colleges. Students will develop planning, implementation, and leadership skills needed to direct and evaluate strategic decision-making and engage in continual assessment practices. Focus will be on using data-driven and innovative practices to improve student success outcomes.
<b>Enrollment &amp; Scheduling</b>	Recommended enrollment is 20. This course will be offered every fall to second year doctoral students as part of the cohort doctoral program requirements.
<b>Prerequisites</b>	EDLD 813 Promoting Equity: Teaching and Supporting Diverse Adult Learners
<b>Component Workload</b>	Lecture (3.0 credits)
<b>Proposed by</b>	Christine Harrington

<b>Requested Action</b>	<b>New Permanent Course</b>
<b>Abbreviated Course Title</b>	EDLD 833: Educational Research II
<b>Full Course Title</b>	EDLD 833: Educational Research II
<b>Credits</b>	3.0
<b>Course Level</b>	800 level (Graduate)
<b>Catalog Description</b>	Students will learn how to ethically collect, analyze, and interpret quantitative and qualitative data to determine the effectiveness of programs, policies, and practices in community colleges. Document reviews, surveys, interviews, and focus groups, along with traditional student success outcome data, will be used to inform decisions.
<b>Enrollment &amp; Scheduling</b>	Recommended enrollment is 20. This course will be offered every fall to second year doctoral students as part of the cohort doctoral program requirements.
<b>Prerequisites</b>	EDLD 832 Educational Research I
<b>Component Workload</b>	Lecture (3.0 credits)
<b>Proposed by</b>	Christine Harrington

<b>Requested Action</b>	<b>New Permanent Course</b>
<b>Abbreviated Course Title</b>	EDLD 840: Mentoring I
<b>Full Course Title</b>	EDLD 840: Mentoring I
<b>Credits</b>	1.0
<b>Course Level</b>	800 level (Graduate)
<b>Catalog Description</b>	Students will learn how to maximize learning through mentorship and establish relationships with their mentor and other key stakeholders at their experiential learning placement. Working with a professional mentor, students will engage in self-assessment and develop a professional growth plan aimed at improving leadership skills and building content expertise.
<b>Enrollment &amp; Scheduling</b>	Recommended enrollment is 20. The course will be offered every summer semester to second year doctoral students as part of the cohort doctoral program requirements.
<b>Prerequisites</b>	EDLD 813 Promoting Equity: Teaching and Supporting Diverse Adult Learners
<b>Component Workload</b>	Lecture (1.0 credits)
<b>Proposed by</b>	Christine Harrington

Requested Action	New Permanent Course
<b>Abbreviated Course Title</b>	EDLD 850: Experiential Learning I
<b>Full Course Title</b>	EDLD 850: Experiential Learning I
<b>Credits</b>	2.0
<b>Course Level</b>	800 level (Graduate)
<b>Catalog Description</b>	Students will provide at least 50 hours of virtual coaching and project-based support to a community college partner. The focus of the service-learning project will be determined in collaboration with the community college partner and approved by mentoring coordinator. To support this work, students will receive mentoring from a professional.
<b>Enrollment &amp; Scheduling</b>	Recommended enrollment is 20. The course will be offered every fall semester to second-year doctoral students as part of the cohort doctoral program requirements.
<b>Prerequisites</b>	EDLD 840 Mentoring I
<b>Component Workload</b>	Lecture (2.0 credits)
<b>Proposed by</b>	Christine Harrington

Requested Action	New Permanent Course
<b>Abbreviated Course Title</b>	EDLD 855: Experiential Learning II
<b>Full Course Title</b>	EDLD 855: Experiential Learning II
<b>Credits</b>	2.0
<b>Course Level</b>	800 level (Graduate)
<b>Catalog Description</b>	In this second experiential learning course, students will provide another 50 hours of virtual coaching and project-based support to a community college partner. To support this work, students will receive mentoring from a professional.
<b>Enrollment &amp; Scheduling</b>	Recommended enrollment is 20. The course will be offered every spring semester to second-year doctoral students as part of the cohort doctoral program requirements
<b>Prerequisites</b>	EDLD 850: Experiential Learning I and EDLD 840: Mentoring I
<b>Component Workload</b>	Lecture (2.0 credits)
<b>Proposed by</b>	Christine Harrington

Requested Action	New Permanent Course
<b>Abbreviated Course Title</b>	EDLD 860: Mentoring II
<b>Full Course Title</b>	EDLD 860: Mentoring II
<b>Credits</b>	1.0
<b>Course Level</b>	800 level (Graduate)
<b>Catalog Description</b>	In this second mentoring course, students will continue to develop leadership and change management skills, along with content expertise, by working with a professional mentor. At the conclusion of the yearlong experiential learning component of the doctoral program, students will engage in self-assessment and reflect on professional growth
<b>Enrollment &amp; Scheduling</b>	Recommended enrollment is 20. The course will be offered every summer semester to third-year doctoral students as part of the cohort doctoral program requirements
<b>Prerequisites</b>	EDLD 855 Experiential Learning II and EDLD 840 Mentoring I
<b>Component Workload</b>	Lecture (1.0 credits)
<b>Proposed by</b>	Christine Harrington

Requested Action	New Permanent Course
<b>Abbreviated Course Title</b>	EDLD TBD1: Community College Finance
<b>Full Course Title</b>	EDLD TBD1: Community College Finance
<b>Credits</b>	3.0
<b>Course Level</b>	800 level (Graduate)
<b>Catalog Description</b>	Students will learn how community colleges are funded. Various funding and budget models will be analyzed with a focus on how these models impact student success and equity. Budgeting and financial-decision making processes, including expenditure and revenue estimations, and cost-benefit and cost-effectiveness analyses, will also be explored.
<b>Enrollment &amp; Scheduling</b>	Recommended enrollment is 20. The course will be offered every spring semester to second-year doctoral students as part of the cohort doctoral program requirements

<b>Prerequisites</b>	EDLD 815 Strategic Planning, Assessment, and Innovation
<b>Component Workload</b>	Lecture (3.0 credits)
<b>Proposed by</b>	Christine Harrington

<b>Requested Action</b>	<b>New Permanent Course</b>
<b>Abbreviated Course Title</b>	EDLD TBD2: Dissertation in Practice I
<b>Full Course Title</b>	EDLD TBD2: Dissertation in Practice I
<b>Credits</b>	2.0
<b>Course Level</b>	900 level (Graduate)
<b>Catalog Description</b>	Students will learn how to ethically engage in the program evaluation dissertation process. The Institutional Review Board (IRB) process and preparing for the dissertation proposal defense will be emphasized.
<b>Enrollment &amp; Scheduling</b>	Recommended enrollment is 20. The course will be offered every spring semester to second-year doctoral students as part of the cohort doctoral program requirements
<b>Prerequisites</b>	EDLD 833 Educational Research II
<b>Component Workload</b>	Lecture (2.0 credits)
<b>Proposed by</b>	Christine Harrington