Graduate Council Agenda  
Meeting Wednesday, May 2, 2018  
EHFA, room 164 @ 11:45 am

Old Business
1. Approve minutes from April 4, 2018
2. Changing Wednesday meeting from the first week of the month to another week?

New Business
1. Leisha Deriso from International Recruitment and Admissions
2. Changes in a Graduate Program:
   a. M.Ed. Instructional Technology - Delete Letters of Recommendation from program admission criteria - This change will decrease application processing time, provide quicker admission workflow, and diminish application attrition. This change will increase processing efficiency with no added cost.
      Justification: 1) Letters of recommendation provide no discriminating power for application review. Every letter we have ever read says every candidate is amazing. No application has ever been rejected because of a poor recommendation, and six years of degree completion data show zero correlation between recommendation rating and student academic success in the program.

      2) Missing letters of recommendation delay the application review process substantially. For example, an analysis conducted on 2/23/18 yielded 31 incomplete Instructional Technology graduate applications, 26 of which were missing letters of recommendation. Some of these applications date back as far as spring 2017.

      3) The responsibility and process of communicating to applicants that letters of recommendation are missing is not well defined. Followup is either not happening, not documented, or not communicated to admission committees, resulting in a constant large pool of unprocessed applications. The end result is that most of these applicants never even get reviewed.

      We propose therefore, to remove letters of recommendation as required criteria on the program application.

   b. Ed.S. in Instructional Technology- Delete Letters of Recommendation from program admission criteria - This change will decrease application processing time, provide quicker admission workflow, and diminish application attrition. This change will increase processing efficiency with no added cost.
      Justification: 1) Letters of recommendation provide no discriminating power for application review. Every letter we have ever read says every candidate is amazing. No application has ever been rejected because of a poor recommendation, and six years of degree completion data show zero correlation between recommendation rating and
student academic success in the program.

2) Missing letters of recommendation delay the application review process substantially. For example, an analysis conducted on 2/23/18 yielded 31 incomplete Instructional Technology graduate applications, 26 of which were missing letters of recommendation. Some of these applications date back as far as spring 2017.

3) The responsibility and process of communicating to applicants that letters of recommendation are missing is not well defined. Followup is either not happening, not documented, or not communicated to admission committees, resulting in a constant large pool of unprocessed applications. The end result is that most of these applicants never even get reviewed.

We propose therefore, to remove letters of recommendation as required criteria on the program application.

c. MBA – Changing required courses from MBA 621 to MBA 624 - The impact on the current MBA program is to take out the second required finance course and replace it with the proposed economics course. This will not change the total number of graduate credits required for the MBA, nor change the number of credits of required courses. We are simply replacing one course with another as a requirement. Both courses are taught in the same department. Justification: The department chair of Finance and Economics did a peer and aspirant study of MBA programs and their required courses. It was discovered that other programs (outside of concentrations) typically required 3 hours of graduate finance and 3 hours of graduate economics as basic courses. Our program currently requires 6 hours of graduate finance and 0 hours of graduate economics. This change is to make our program more in line with our peer and aspirant schools. This change has already been approved at both the department and the College levels. Financial Cost: There will be a reallocation of faculty. The current professor of the removed course will pick up some of the undergraduate load in finance. Over the past 6 years, finance undergraduate majors have grown faster than any other major in the College of Business. To staff the new graduate economics course in the spring term, two undergraduate economics courses will need to be staffed by our current faculty and teaching associates. Our number of economics majors has remained steady and we have a large number of qualified teaching associates that can be called upon (if necessary) in order to staff (at most) one additional principles course.

3. Proposal for a new graduate course:
   a. IST/INTEL 667: Intelligence and Security Analysis (3 credit hours) (Prereq: permission of the instructor). This graduate course offers an advanced overview of the
various structured analytical techniques used in the intelligence and security professions for conducting in-depth analysis and assessment. Emphasis is placed on application of various models and computer-based applications for analysis. **Justification:** This course supports the need for additional INTEL electives to support the Intelligence and National Security Studies undergraduate degree major, as well as providing additional graduate courses to support the MALS degree program and future MA in Applied Politics. It is being cross-listed with IST 667, which is an elective course for the on-line MS in Information Systems Technology degree program.

b. **CMSS 567: Paleo-Ecology and Paleo-Biogeography (3 credit hours)** (Prereq: for 400 level undergraduate students is either MSCI 304 Marine Geology or MSCI 316 Sedimentary Geology). Introduction of concepts and applications in Paleontology, Paleo-Ecology and Paleo-Biogeography. Emphasis is placed on principles and dynamics on species to ecosystem levels, and how to use these tools to reconstruct paleo-environmental conditions and their variability. **Justification:** We received clear and well reasoned feedback during the past two years that the CMWS students wish to have a) more ecological courses as well as more advanced geological courses. This course is located at the interface of both disciplines and will build on already learned ecological and geological basics. The master's student has to deliver the following three components in addition to the mid-term quiz and the final exam:
- A short oral presentation on a particular topic in the classroom based on a scientific paper provided by me. This presentation will be embedded into the theme of the day.
- Leading a discussion group during a team exercise and presenting their findings and opinion afterwards.
- An extra homework report summarizing a scientific paper for my control to what extend the student is able to combine the learned material.

c. **DCD 601 Coding for Humanists (3 credit hours):** This course provides a basic knowledge of how computers operate and are operated, as well as the computational and procedural logics, media, and languages employed in the Digital Humanities. Students achieve a basic understanding of the principles of coding. The course also serves as an introduction to modes of collaboration between those who work conceptually with the Digital Humanities and those who are assigned the tasks of implementing the technical side of such projects. **Justification:** Resources exist to support this course. Existing faculty have training and experience in teaching the course. Digital and online resources currently exist: COOL; Digital Commons for Humanities and Arts.

d. **MBA 624 Managerial Economics (3 credit hours):** Students will be engaged in graduate-level microeconomic analysis, including pricing strategies, consumer theory, industry concentration, and profit-maximizing behavior. **Course Restrictions:** Applicants to the MBA program are required to demonstrate proficiency in: financial accounting (CBAD 201), survey of economics or microeconomics (ECON 101 or ECON 202), finance (CBAD 363 or FIN 301), statistics (CBAD 291 or STAT 201), marketing (CBAD 350), and management (CBAD 301). **Justification:** The department chair conducted a program assessment of MBA programs at all of CCU’s peer and aspirant
schools. All of these programs had a required course in managerial economics. CCU's current MBA program does not. Approving this course is the first step in adding managerial economics to the program to be more in line with our peer programs.

4. **Proposal for a new program or minor:**
   a. **The Graduate Certificate Program in Women in Technology (WIT)** provides degree-seeking and non-degree-seeking students a complex understanding of culture, workplace dynamics, and leadership in technology. Using an interdisciplinary lens, students will study the business environment and culture of the tech industry, particularly focused on the ways in which gender, race, and class intersect to shape the experiences of women and other underrepresented groups in the technology industry. As diverse and inclusive teams encourage creativity and innovation, students will develop essential skills needed to become successful leaders and managers within this rapidly expanding field. As part of this certificate program, students may choose to pursue certification in Swift, the programming language created by Apple for building iOS apps.

**CATALOG DESCRIPTION**
The Graduate Certificate Program in Women in Technology (WIT) provides degree-seeking and non-degree-seeking students a complex understanding of culture, workplace dynamics, and leadership in technology. Using an interdisciplinary lens, students will study the business environment and culture of the tech industry, particularly focused on the ways in which gender, race, and class intersect to shape the experiences of women and other underrepresented groups in the technology industry. As diverse and inclusive teams encourage creativity and innovation, students will develop essential skills needed to become successful leaders and managers within this rapidly expanding field. As part of this certificate program, students may choose to pursue certification in Swift, the programming language created by Apple for building iOS apps.

**ELIGIBILITY**
The 15 credit graduate certificate is open to any student who has graduated with a four-year, undergraduate degree from an accredited institution.

**ADMISSION**
Admission to the Program requires submission of the following documents to the Director of the program, fulfilling:
- A Coastal Carolina University graduate application;
- An official undergraduate transcript, including documentation of graduation
- Two letters of recommendation

**REQUIREMENTS** (15 credits)

**REQUIRED COURSES** (9 credits)
WGST 610: Feminist Technology Studies (3)
DCD 601: Coding for Humanists (3)
MBA 615: Leadership (3)

**ELECTIVE COURSES** (6 credits)
Choose either the Swift Certification Track or the Tech Skill Development Track. (An Apple computer is required for completing the Swift Certification.)

**Swift Certification** (6 credits)
UNIV 501: App Development 1 (3)
UNIV 502: App Development 2 (3)

**Tech Skill Development** (6 credits)
Choose two of the following courses:
CSCI 534: Digital Forensics and E-Discovery (3)
IST 650: Information Systems Technology in Context (3)
IST 660: Introduction to Cybersecurity and Information Assurance (3)
IST 670: Data Management and Analytics (3)
IST 678: Business Intelligence and Analytics (3)

**Use of Technology:**
All courses in this graduate certificate will be offered as distance courses. Therefore, all courses will be administered through Moodle.

All faculty involved in this initiative will have additional professional development (specifically related to instructional technology) over the next few months. Further, experts in the Higher Education division of Apple will be on campus and providing multiple training sessions to support the launch of the Swift Programming courses. Other educational training will be offered to support faculty as they learn how to better integrate technology into the classroom at both the graduate and undergraduate levels.