Introductions.

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

New Business
1. Review of Graduate Faculty policy. Explore an additional category of Graduate Faculty.
2. Update on Graduate Admission form changes.
3. Migration to new GC curriculum approval process.
4. Changes in a Graduate Program:
   a. M.Ed. Language, Literacy and Culture - Delete Letters of Recommendation from program admission criteria - This change will decrease application processing time, provide quicker admission workflow, and diminish application attrition.
      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.

      2) Missing letters of recommendation delay the application review process substantially.

      3) The responsibility and process of communicating to applicants that letters of recommendation are missing is not well defined. Follow up 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. M.Ed. in Instructional Technology - Modify Letters of Recommendation from program admission criteria - This change will decrease application processing time, provide quicker admission workflow, and diminish application attrition.
      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. Follow up 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 adjust the language for this admission criterium as follows:

**Current language:** At least two letters of recommendation.
**Proposed language:** Two letters of recommendation are suggested but not required.

c. **Ed.S. in Instructional Technology- Modify Letters of Recommendation from program admission criteria** - This change will decrease application processing time, provide quicker admission workflow, and diminish application attrition.

**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. Follow up 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 adjust the language for this admission criterium as follows:

**Current language:** At least two letters of recommendation.
**Proposed language:** Two letters of recommendation are suggested but not required.

d. **M.Ed. in Special Education– Adding the approved new course EDSP 645 to the following concentrations: Learning Disabilities, Intellectual Disabilities and Emotional Disabilities** - The course is already being offered in the program. There is no new impact on existing degree programs. There is no new costs associated with this
change. This course is already taught as part of faculty load. No changes are needed.

**Justification:** This proposal will make it a required course in the M.Ed program for Special Education. The state of South Carolina added one additional course requirement to the add-on licensure areas of Specific Learning Disabilities, Emotional Disabilities, and Intellectual Disabilities. The required course content from the state is Teaching Reading in General and Special Education. This course was approved to cover this requirement.

e. **M.A.T. – Change in academic portals based on CAEP Accreditation requirements and updates.**

**Current program description:**

**Admission and Degree Requirements**

Students who currently are enrolled at Coastal Carolina University majoring in one of the areas of M.A.T. degree preparation, and who desire to enter the program upon graduation to pursue a master's degree and certification in teaching, may enroll in up to two courses of the M.A.T. program prior to receiving a bachelor’s degree. Students are advised that additional requirements may be added to the program of study to support needed background in a discipline and/or general education.

The PRAXIS II content knowledge examination must be successfully passed prior to entry into the Internship semester (Spring of each year). Students will not be placed in the Internship experience until a passing score on the PRAXIS II exam has been verified by the Spadoni College of Education.

Portals identify four key stages for this graduate program. The requirements for entry into each of the four portals are listed below:

**Portal I. Admission to the Graduate Program**

For admission to the Graduate Program, students must:

Submit an application for graduate study to the University with the $45 application fee (check or money order) enclosed. Applications are due March 1 for each cohort.
Submit official transcripts reflecting an undergraduate GPA of 3.0 in the content area AND one of the following: 2.75 GPA overall, OR report of minimum scores on the Graduate Record Examination (GRE) (minimum score of 286 with no less than 146 on the verbal and 140 on the quantitative portions), OR report of a minimum score (388) on the Miller Analogies Test (MAT).
Provide two letters of recommendation (on forms provided) supporting the applicant’s academic qualifications.
Following the completion of this process, the M.A.T. Graduate Admissions Committee (GAC) will evaluate the applicant’s file. All applicants will be informed in writing of the Committee’s decision.
Following a review of applicant’s transcript(s), the M.A.T. adviser may identify deficient content area coursework. Those identified content areas or courses must be completed
prior to entering the M.A.T. program of study or taking courses toward graduation. These deficient courses may extend the program of student completion timeline.

**Portal II. Continuation in the M.A.T. Program and Admission to the Professional Program in Teacher Education (determined at the conclusion of Summer II)**

**Students must:**

Attain and maintain a GPA of 3.0 for the two education courses and two content area courses taken in Summer I and Summer II, with no grades below “C”.

Receive satisfactory recommendations from professors.

Receive approval of the M.A.T. Portal Committee.

Students who do not meet the minimum required 3.0 GPA but have a GPA between 2.99 and 2.75 may be placed on probation for one semester if recommended by the M.A.T. Portal Committee. During this probationary period, students must increase their cumulative GPA to at least 3.0 and successfully pass the specified South Carolina content area PRAXIS II examination(s) in order to be approved for Internship and continuation in the M.A.T. Program.

Students who do not meet the minimum 3.0 GPA and have a GPA below 2.75 will be removed from the program until their cumulative GPA reaches a minimum of 3.0.

**Portal III. Admission to Internship**

**Students must:**

Complete 24 semester hours in the graduate program, maintaining a GPA of 3.0 in content area courses and overall cumulative GPA of 3.0, with no course grade less than “C”.

Complete practicum experiences with satisfactory recommendations from both cooperating teachers and University supervisors.

Receive approval of the adviser and the M.A.T Portal Committee.

Successfully pass South Carolina content area PRAXIS II examination(s). Fulfill the fingerprinting and background check requirements.

**Portal IV. Graduation:**

Complete all course work with a 3.0 GPA overall and in the content area with no course grade less than “C”.

Complete Internship with satisfactory recommendations from the cooperating teacher and the supervisor.

Receive satisfactory recommendations from professors.

Receive approval of the adviser and M.A.T. Graduate Admissions Committee.

Submit passing score on Principles of Learning and Teaching (P.L.T.).

**Post-Graduation:**
Provide contact information to the Spadoni College of Education and complete an evaluation of the program.

**Proposed program description as it is to appear in the CCU Catalog:**
The Master of Arts in Teaching (M.A.T.) degree provides an avenue of entry into the teaching profession through graduate level study. It is intended for persons with a baccalaureate degree who desire to become certified to teach in a content area in which they hold a major or the equivalent in one of the areas where the degree is offered. M.A.T. degrees are currently offered in the fields of English, mathematics, science and social studies, leading to certification in grades 9-12, and in art and music, leading to PreK-12 certification.

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

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

**Admission and Degree Requirements:**
Students who currently are enrolled at Coastal Carolina University majoring in one of the areas of M.A.T. degree preparation, and who desire to enter the program upon graduation to pursue a master’s degree and certification in teaching, may enroll in up to two courses of the M.A.T. program prior to receiving a bachelor’s degree. Students are advised that additional requirements may be added to the program of study to support needed background in a discipline and/or general education.

The PRAXIS II content knowledge examination must be successfully passed prior to entry into the Internship semester (Spring of each year). Students will not be placed in the Internship experience until a passing score on the PRAXIS II exam has been verified by the Spadoni College of Education.

Portals identify four key stages for this graduate program. The requirements for entry into each of the four portals are listed below:

**Portal I. Admission to the Graduate Program:**

For admission to the Graduate Program, students must:
• Submit an application for graduate study to the University with the $45 application fee (check or money order) enclosed. Applications are due May first for acceptance into the upcoming cohort.
• Submit official transcripts form 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).
• Completion of 30 credit hours of specific content area coursework.
• Applicants must have an undergraduate GPA of 3.0 in the content area AND 3.0 in the content area. If students have between a 2.5 – 2.9 in either their content or over all GPA, they must complete one of the following:
  • report of minimum scores on the Graduate Record Examination (GRE) (minimum score of 286 with no less than 146 on the verbal and 140 on the quantitative portions),
  • report of a minimum score (388) on the Miller Analogies Test (MAT).
• Provide one letter of recommendation supporting the applicant’s academic qualifications using the Spadoni College of Education Professional Reference for Teacher Candidate form.
• Following the completion of this process, the M.A.T. Graduate Admissions Committee (GAC) will evaluate the applicant’s file. All applicants will be informed in writing of the Committee’s decision.
• Following a review of applicant’s transcript(s), the M.A.T. adviser may identify deficient content area coursework. Those identified content areas or courses must be completed prior to entering the M.A.T. program of study or taking courses toward graduation. These deficient courses may extend the program of student completion timeline.

**Portal II. Continuation in the M.A.T. Program and Admission to the Professional:**

Program in Teacher Education (determined at the conclusion of Summer II)
Students must:
• Attain and maintain a GPA of 3.0 for the two education courses and two content area courses taken in Summer I and Summer II, with no grades below “C”.
• Students who do not meet the minimum required 3.0 GPA but have a GPA between 2.99 and 2.75 may be placed on probation for one semester if recommended by the M.A.T. Portal Committee. During this probationary period, students must increase their cumulative GPA to at least 3.0 and successfully pass the specified South Carolina content area PRAXIS II examination(s) in order to be approved for Internship and continuation in the M.A.T. Program.
• Students who do not meet the minimum 3.0 GPA and have a GPA below 2.75 will be removed from the program until their cumulative GPA reaches a minimum of 3.0.
• SLED and FBI Fingerprint Clearance
• Must earn proficient or higher on measures on the Professional Dispositions at the Initial Level
• Candidates who score less than proficient on any measure of the Professional Dispositions at Initial Level must be placed on an Improvement Plan or removed from the program.
• Approval of appropriate portal committee

Portal III. Admission to Internship:

Students must:
• Complete 24 semester hours in the graduate program, maintaining a GPA of 3.0 in content area courses and overall cumulative GPA of 3.0 with no course grade less than “C”.
• Completion of all coursework with the exception of internship, internship seminar, and two graduate content area courses)
• Satisfactory completion and performance in a minimum of 75 hours in all Field Experiences.
• Satisfactory completion of required specialized professional association (SPA) assessments that take place in the Methods course.
• Successful completion of first Teacher Work Sample, demonstrating student learning.
• Successful completion of EPP lesson plan.
• Submit Diversity Affirmation forms, and complete varied diverse field experiences, as required by the state.
• Passing scores on all required state Praxis II content exams
• Satisfactory rating on the Assessment of Professional Dispositions at the Initial Level, with all Disposition Improvement Plans completed.
• Approval of appropriate portal committee

Portal IV. Program Completion:

• Complete all course work with a 3.0 GPA overall and in the content area with no course grade less than “C”.
• Completion all coursework with minimum 3.00 GPA, with no grade below “C”
• Completion of 60 hours of internship, and 35 full-time teaching days.
• Passing score on required Praxis II Principles of Learning and Teaching (PLT) exam
• Summative evaluation ratings averaging proficient or higher on the performance dimensions of the South Carolina Teaching Standards Rubric
• Successful completion of second Teacher Work Sample, demonstrating student learning.
• Satisfactory rating on the Summative Internship Evaluation, including the SPA addendum.
• Satisfactory completion of all required specialized professional association (SPA) assessments.
• Summative evaluation ratings of 3, 4, or 5 on the Assessment of Teacher Candidate Professional Dispositions at the Initial Level
• Successful completion of Safe Schools Quiz
• Successful completion of EEDA Quiz
• Successful completion of Professional Conduct Quiz
• Successful completion of Education Laws Quiz.

Post-Graduation:

• Provide contact information to the Spadoni College of Education and complete an evaluation of the program.

5. Proposal for a New Graduate Course
   a. Coastal Marine and Systems Science – CMSS 567 Paleo-Ecology and Paleo-Biogeography: Proposed Catalog description – This course offers an introduction to concepts and applications in Paleontology, Paleo-Ecology and Paleo-Biogeography. Emphasis is placed on principles and dynamics from species to ecosystem levels. We will learn how to use these tools to reconstruct paleoenvironmental conditions and their variability. Justification: This course will serve at the interface between Geology and Ecology. Numerous students indicated in the past and recently that they would be highly attracted by such an offer. This course will in addition help to close a gap in the program by adding a new course option with a strong coastal-marine ecological component.