

**New Program Proposal  
 Master of Arts in Teaching  
 Coastal Carolina University**

**Executive Summary**

Coastal Carolina University (CCU) requests approval to offer a program leading to the Master of Arts in Teaching with concentrations in English, Math, Science, and Social Studies to be implemented in Summer 2023. The proposed program is to be offered through blended instruction. The following chart outlines the stages of approval for the proposal. The Advisory Committee on Academic Programs (ACAP) voted unanimously to recommend approval of the proposal. The full program proposal and support documents are attached.

<b>Stages of Consideration</b>	<b>Date</b>	<b>Comments</b>
Program Proposal Received	7/29/22	Not Applicable
Staff comments to the Institution	8/10/22	Staff requested the proposal be revised to: <ul style="list-style-type: none"> <li>• Verify desire program inventory listing;</li> <li>• Substantiate the estimated student retention and matriculation in <i>Projected Enrollment</i> figures from year to year, including new and existing enrollment for each semester; and detail the impact of the projected program modifications on current enrollment;</li> <li>• Explain how <i>Projected Enrollment</i> changes will impact the financial estimates; and</li> <li>• Review the <i>Evaluation and Assessment</i> table to consider including the specific courses related to the methods of assessment for each corresponding program objective and student learning outcome, if applicable.</li> </ul>
Revised Program Proposal Received	8/26/22	The revised proposal satisfactorily addressed the requested revisions.
Staff comments to the Institution	9/7/22	Staff requested the proposal be revised to: <ul style="list-style-type: none"> <li>• Explain whether there a plan to terminate the existing individual programs and transfer currently enrolled students into the proposed new program;</li> <li>• Verify if students without a bachelor’s degree in a content area are eligible for the program, and if so, include a related curriculum map;</li> <li>• Include South Carolina teacher vacancy data; and</li> <li>• Review South Carolina Department of Education requirements for <i>Educator Preparation</i> program proposals.</li> </ul>
Revised Program Proposal Received	9/9/22	The revised proposal satisfactorily addressed the requested revisions.
ACAP Consideration	9/15/22	Representatives from Coastal Carolina University (CCU) introduced the need for the Master of Arts in Teaching with concentrations in

Stages of Consideration	Date	Comments
		<p>English, Math, Science, and Social Studies. The Master of Arts in Teaching is an existing program with a cohort structure, serving students interested in secondary education (grades 9 - 12) in the four content areas of Math, Science, English, or Social Studies. The current structure requires students to commit to an additional year, including summer semesters, to obtain licensure. CCU representatives plan to remove the cohort model, allowing student candidates with an appropriate undergraduate degree to secure licensure. The amendments will provide flexibility in program start date, reduce time to completion, and address partner requests to substantiate content areas in technology and special education and focus on the educational needs of practitioners. The proposed program modifications, along with the undergraduate a 4-year option to licensure, hopes to increase the number of teachers prepared to meet the local job market demands.</p> <p>Members of the Advisory Committee on Academic Programs (ACAP) discussed the proposal. Winthrop University representatives asked CCU representatives to add Winthrop University's M.A.T. program to the list of institutions with similar programs. Coastal Carolina representatives acknowledged the omission and agreed to update the proposal.</p> <p>After no additional comments or inquiries, ACAP voted unanimously to recommend approval of the program proposal.</p>
Staff comments to the Institution	9/27/22	<p>Staff requested the proposal be revised to:</p> <ul style="list-style-type: none"> <li>• Include Winthrop University's M.A.T. and other public and independent institutions with comparable programs in the list of similar programs.</li> </ul>
Revised Program Proposal Received	9/27/22	The revised proposal satisfactorily addressed the requested revisions.

**Requested Action**

The Commission approve Coastal Carolina University's program leading to the Master of Arts in Teaching with concentrations in English, Math, Science, and Social Studies to start in Summer, 2023.

**Coastal Carolina University Student and Program Data**

<b>Undergraduate In-/Out-of-State Enrollment, Fall 2018</b>	5,771 (58.19%) / 4,146 (41.81%)
<b>Number of Approved Programs in 10 Yrs. (FY 2009-2019)</b>	30
<b>Number of Terminated Programs in 10 Yrs. (FY 2009-2019)</b>	6

**Industry related Occupational Wages and Projections in South Carolina, 2020 – 2030\***

<b>Occupational Field <sup>1</sup></b>	<b>2021 Entry Level <sup>2</sup></b>	<b>2021 Median Income <sup>2</sup></b>	<b>2020-2030 Estimated Employment <sup>3</sup></b>	<b>2020-2030 Projected Employment <sup>3</sup></b>	<b>2020-2030 Employment Change <sup>3</sup></b>	<b>2020-2030 Annual Avg. Percent Change <sup>3</sup></b>	<b>Total Percent Change <sup>3</sup></b>
Educational Instruction and Library	\$27,120	\$48,260	108,158	120,313	12,155	1%	11%

<sup>1</sup> “Occupational Field” represents the closest related occupation category that includes the occupations aligned with the program proposal.

<sup>2</sup> SC Department of Employment & Workforce (DEW), Labor Market Information. (2022). Occupational Employment and Wage Statistics (OEWS) for All Major Groups in South Carolina in 2021 [Data file]. Retrieved from <https://jobs.scworks.org/vosnet/lmi/default.aspx?plang=E>

<sup>3</sup> SC Department of Employment & Workforce (DEW), Labor Market Information. (2022). Occupational Employment Projections (Long-term) for Multiple Occupations in South Carolina in 2020-2030 [Data file]. Retrieved from <https://jobs.scworks.org/vosnet/lmi/default.aspx?plang=E>

\* Data downloaded September 15, 2022; Most recent data available.

## NEW PROGRAM PROPOSAL FORM

Name of Institution: Coastal Carolina University

Name of Program (include degree designation and all concentrations, options, or tracks):

Master of Arts in Teaching (concentrations in English, Math, Science, and Social Studies).

Note that this is an existing program, making significant changes, so this proposal is an elevated modification. See Appendix B.

Program Designation:

- |   |  |
|---|--|
| <input type="checkbox"/> Associate's Degree   | <input checked="" type="checkbox"/> Master's Degree                                  |
| <input type="checkbox"/> Bachelor's Degree: 4 Year  | <input type="checkbox"/> Specialist  |
| <input type="checkbox"/> Bachelor's Degree: 5 Year  | <input type="checkbox"/> Doctoral Degree: Research/Scholarship (e.g., Ph.D. and DMA) |
| <input type="checkbox"/> Doctoral Degree: Professional Practice (e.g., Ed.D., D.N.P., J.D., Pharm.D., and M.D.) |  |

Consider the program for supplemental Palmetto Fellows and LIFE Scholarship awards?

- Yes  
 No

Proposed Date of Implementation: Summer II 2023

CIP Code: 13.1205

Delivery Site(s): 51001

Delivery Mode:

- |  |   |
|--|---|
| <input type="checkbox"/> Traditional/face-to-face<br>*select if less than 25% online | <input checked="" type="checkbox"/> Distance Education                  |
|  | <input type="checkbox"/> 100% online                                    |
|  | <input type="checkbox"/> Blended/hybrid (50% or more online)            |
|  | <input checked="" type="checkbox"/> Blended/hybrid (25-49% online)      |
|  | <input type="checkbox"/> Other distance education (explain if selected) |

Program Contact Information (name, title, telephone number, and email address):

Suzanne Horn  
Associate Professor of Education  
843-349-4044  
shorn@coastal.edu

Institutional Approvals and Dates of Approval (include department through Provost/Chief Academic Officer, President, and Board of Trustees approval):

Board of Trustees: 5/3/2001

Faculty Senate: 5/4/2022

Coastal Carolina, MAT Multiple Concentrations,

Department: 2/22/2022  
Spadoni College of Ed and Soc. Sci.: 3/14/2022  
Graduate Council: 4/6/2022

Provost: 5/10/2022  
President: 5/11/2022

## Background Information

State the nature and purpose of the proposed program, including target audience, centrality to institutional mission, and relation to the strategic plan.

The MAT Program is an existing program at Coastal Carolina University. The target audience is college students that would like to become secondary teachers (grades 9-12) in the content areas of math, science, English, or social studies. Candidates with an undergraduate degree in a relevant discipline typically begin the program during the summer after completing their undergraduate degree, with each class constituting a cohort. In the summer, candidates take graduate level content classes with along with education classes. During the regular academic semesters, candidates complete additional coursework as well as student teaching. All candidates will need a bachelor's degree in the teaching content area to enroll in the graduate program; other candidates will be considered on a case by case basis to verify the completion of the required coursework for licensure. Prospective candidates who are currently enrolled at Coastal Carolina University majoring in a degree program, and who desire to enter the MAT program upon graduation to pursue a master's degree and certification in teaching, may enroll in up to two courses using transitional studies, prior to receiving a bachelor's degree. Transitional studies allow these candidates to take graduate courses, but the course must be counted toward their graduate degree.

While this cohorted model has worked well, we see the need to make two important changes to how we train secondary teachers. First, the current model required candidates to commit to an additional year (including summers) to gain licensure. This program removes the cohorting and will allow anyone with an appropriate undergraduate degree to work towards licensure. By allowing prospective candidates to enter the program any time of the year, they can now enter at a time that works best for them rather than conform to the schedule the cohort model demanded. This revised MAT program answers our partners' requests for more knowledge in technology and special education by adding 3 credit hours of introduction to each of those subject areas. The proposed revision also removes the 12-16 credit hours of graduate content course work. Since prospective candidates come to us with a full undergraduate degree in their content areas, it makes sense to remove the content courses and focus on educational needs they have as practitioners.

With these revisions, the MAT program will require 39 hours to completion, rather than the former 45 hours to completion. Because there are 18 credit hours of modification, we are submitting these changes as a new program form rather than a program modification. These changes are designed to address identified areas of candidate weakness based on assessment data and district partner feedback. Note that the Spadoni College of Education and Social Sciences is also planning to address teacher shortages by developing new 4-year undergraduate degrees that lead to initial licensure at the secondary level (grades 9-12). The introduction of these undergraduate secondary licensure degrees necessitates the current MAT revision to ensure that candidate who do not seek licensure at the B.A.E. level have an option to work towards that licensure. By providing multiple pathways to secondary licensure, CCU hopes to increase the number of teachers trained to meet the demands of the local job market.

There is transition plan for the existing programs. Because the current program is a cohort program (where all of the candidates take the same classes at the same time), the program runs 14 months. At the end of this July, all of the current MAT candidates will be completed. Should something happen where a student could not finish (family emergency, etc.), the education courses they are currently taking are offered in the new program. Current MAT candidates will be able to finish seamlessly.

## **Assessment of Need**

Provide an assessment of the need for the program for the institution, the state, the region, and beyond, if applicable.

There are shortages in all areas of secondary education. According to the CERRA Key Demand Report shown in Table 1, there were approximately 4000 vacancies for teachers in 2021; that number has been consistent for the past five years. As highlighted in our placement chart, current MAT candidates have been able to find placements with the majority of them finding placements with our partner schools. According to the SC for Ed 2021 Vacancies Chart, our partnering districts (Dillion, Florence, Horry, Marion, and Georgetown Counties) started the school year in August with a combined number of 128 vacancies. These were positions that were not filled by the start of the school year. The need for teachers in our area is strong. We will continue to fill the need that we have always filled by producing high quality secondary teachers. By adding needed courses in technology and special education, we are meeting the needs and challenges that today's teachers face. We will continue to teach differentiation, accommodation, and technology as we have in all of our courses in the past, but we are adding more experiences for MAT candidates in this area. In addition, by opening enrollment to several points in the year, we allow more candidates entry. Our candidates have expressed the desire for entrance into the program in fall and spring semesters. By eliminating the cohort model, we open opportunities for candidates to enter and become certified with a degree in education, rather than participating in alternative licensure programs because they do not want to wait 6 to 8 months to start their career path. Candidates can intern in fall or spring. This means that they can enter the work force in January or in the traditional fall semester. With the trending teacher shortage, there will be more demand for licensed and well-trained teachers than ever before. We want to help our community schools meet that need. The new program will also help candidates enter the career field with their Master's degree (which is a higher pay starting rate) and with less financial debt than our previous program because of the decreased course load.

In response the CAAL's request to demonstrate the viability and necessity of the program in light of the pandemic's impact, this is clearly demonstrated by this program. In the budget section of the proposal, the financial support table demonstrates the financial viability of the program. Additionally, graduates of this degree program are prepared to contribute to the teaching in secondary schools. Teacher shortages have been exacerbated by the pandemic, and there is greater need than ever to produced the kind of high-quality teachers that will be prepared to take on both the technological and learning challenges that have been presented by the pandemic.

## **Transfer and Articulation**

Identify any special articulation agreements for the proposed program. Provide the articulation agreement or Memorandum of Agreement/Understanding.

There are no specific articulation agreements or MOUs for this program. The MAT falls under the same college of education MOUs for field experience placements and internship placements as all other programs in the college. We will still be under those agreements.

## **Employment Opportunities**

There are currently vacancies in all of the teaching areas this MAT program prepares teachers. With fewer students entering in teacher education nationally, it is important as an institution that we meet demand for students who want to become teachers in multiple pathways. As you can see in the chart below, there were

vacancies in all four areas, math, science, English and social studies. At the high school level secondary teachers are needed. This vacancy table as reported by CERRA shows that 188 teachers were needed in middle- and high-school positions to start the school year at capacity. Our response to this need is to change our program to offer flexible entrance points. Students can enter programs as undergraduate students or master’s degree students based on their undergraduate preparation and optimal time for program entry.

**Table 1. CERRA Key Demand Report, 2021**

Teaching Field	Number of Vacant Teaching Positions by School Level			
	Primary/Elementary	Middle	High	Total
English/Language Arts	-	18.5	20.5	39.0
Mathematics (teacher or interventionist)	4.5	28.5	47.0	80.0
Sciences – Natural (biology, chemistry, physics, etc.)	-	22.5	27.0	49.5
Social Studies/Sciences (economics, history, psychology, etc.)	-	11.5	8.0	19.5

**Table 2. SC Works Comparison of State Teacher Needs versus National Teacher Needs**

Occupation	State		National		Data Type and Source
	Expected Number of Jobs	Employment Projection	Expected Number of Jobs	Employment Projection	
Elementary School Teachers	116	N/A	1,492,400	7%	SC Works Online, US Bureau of Labor Statistics
Middle School Teachers	39	N/A	598,500	7%	SC Works Online, US Bureau of Labor Statistics
High School Teachers	82	N/A	998,800	8%	SC Works Online, US Bureau of Labor Statistics
Postsecondary Teachers	81	N/A	1,276,900	12%	SC Works Online, US Bureau of Labor Statistics
Teachers and Instructors, All Other	167	N/A	N/A	N/A	SC Works Online



## Supporting Evidence of Anticipated Employment Opportunities

Provide supporting evidence of anticipated employment opportunities for graduates.

Our graduates are highly regarded in the community. See below for employment statistics. We work with our five-county region with Dillion, Florence, Horry, Georgetown, and Marion counties placing interns, student teachers, and graduates. Our programs are important to help place teachers in our area to meet needs for teachers in our local public schools. Overall, completers were able to find positions within public schools, or other educational-based settings, without issues. Most completers took positions within public high schools in Georgetown, Horry, and Marion counties; however, there were a few candidates who opted to take alternate positions still focused on education. For example, one student from the MAT Social Studies program accepted a position as a long-term substitute. Two MAT completers elected to take positions outside the field of education. Given the demand for teachers across the nation, finding employment after degree completion is not an issue for candidates. With the competitive nature of hiring licensed teachers, it is important that we continue to develop high school teachers in our MAT program to assist our region in starting the school year fully staffed. As noted above, schools in our area often start with vacancies. Horry County, where our university sits started the 2021 school year with 44 vacancies and our neighbor county of Georgetown with 40. As an institution it is vital that fulfil our mission to produce qualified educators for our region.

**Table 3. Placement Rates for 2021 Graduates**

<b>Program</b>	<b># Completers surveyed (% of total graduating)</b>	<b># Working in school district or education-based job (% of sample)</b>	<b># Attending grad school full-time, rather than teaching/ (% of sample)</b>	<b># In other employment positions, by choice (% of sample)</b>	<b># Not working, by choice (% of sample)</b>	<b># Unable to find employment (% of sample)</b>
Master of Arts in Teaching – English	7 (100%)	6 (85.7%)	0	1 (14.3%)	0	0
Master of Arts in Teaching – Mathematics	2 (100%)	2 (100%)	0	0	0	0
Master of Arts in Teaching – Science	5 (100%)	5 (100%)	0	0	0	0
Master of Arts in Teaching – Social Studies	9 (82.8%)	8 (88.9%)	0	1 (11.1%)	0	0

### Description of the Program

<b>Year</b>	<b>Fall Headcount</b>	<b>Spring Headcount</b>	<b>Summer Headcount</b>
2022-2023	20	21	28
2023-2024	24	24	31
2024-2025	27	27	34
2025-2026	30	30	37
2026-2027	33	32	38

Explain how the enrollment projections were calculated.

Table 4. Reports the projection for MAT enrollment, which is based on current MAT program enrollment. The projection includes a 90% fall to spring, spring to summer, and summer to fall retention rate and 40% graduation rate. This enrollment is not expected to be impacted initially by these changes. Students graduating with bachelor's degrees will still enroll in the modified program in order to earn teacher certification. We also do not expect enrollment to be affected initially by the forthcoming undergraduate licensure programs, since these new programs will not come online until Fall 2024, with the first graduates expected Spring 2028. At this point we expect that the MAT enrollment may decrease; however, this is beyond the time-frame of this table. At that time, CCU will evaluate the program productivity metrics to assess the continued efficacy of this program. We expect this program will continue to attract students who seek licensure after the completion of a traditional undergraduate degree, and will continue to meet productivity metrics given the local demand for teachers.

Besides the general institutional admission requirements, are there any separate or additional admission requirements for the proposed program?

- Yes  
 No

Candidates will need to complete content requirements for licensure prior to program admission and matriculation. These requirements are outlined by the State Department of Education. For example, MAT candidates who wish to seek licensure in English must have completed 6 hours of American Literature, 6 hours of British literature, 3 hours of World Literature, etc. at the undergraduate level. This is already a requirement for admission to the existing MAT program; we will continue to monitor those areas to ensure candidates have met these requirements prior to entrance. In addition, applicants for admission must have a cumulative GPA of 2.75 and a content GPA of 3.0. Candidates with a cumulative GPA of 2.5 to a 2.7 may take the GRE for entrance with passing score of 388 (minimum of 146 verbal and 140 quantitative) or a score of 388 on the Miller's Analogy Test. These are the same entrance requirements that we currently specify. Candidates must complete all required content courses prior to program admission, as there will not be content courses in each area to assist Candidates who are lacking in an area. Because the proposed revision eliminates the cohort model, applicants who are missing courses that are part of the state content requirements can take those courses and enter the MAT program as soon as they are completed, instead of waiting a full year to enter the program with a new admissions cohort.

## Curriculum

The catalog description for this program is found in Appendix B.

### New Courses

List and provide course descriptions for new courses.

Internship will be offered in fall and spring. The majority of coursework in pedagogy and theory remains the same as it is in the current program, with the deletion of content requirements (as those will now be at the undergraduate level) and the addition of special education and education technology courses. While the following courses are not new courses at the institution, they are new classes to our program. The course descriptions for courses that are new to this program, but are already offered by existing faculty and are currently on the schedule are:

EDSP 692: Foundations and Services for Exceptional Learners: 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. (3 credits)

EDIT 604 Teaching with Technology A standards-based investigation of instructional technologies and their potential to improve teaching practices, professional communication, workflow productivity and learner performance. The course is closely aligned to the National Education Technology Standards for Teachers (NETS-T), published by ISTE, and surveys an extensive range of tools and techniques to design, develop, implement and evaluate technology-integrated instruction in education and training settings. Course assessments are project-based and require candidates to demonstrate competence by analyzing instructional design contexts and producing instructional materials. 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. (3 credits)

Total Credit Hours Required: 39 credits

Curriculum by Year					
Course Name	Credit Hours	Course Name	Credit Hours	Course Name	Credit Hours
<b>Year 1</b>					
<b>Fall</b>		<b>Spring</b>		<b>Summer</b>	
All Methods Courses (3 credits) Candidates take one EDSC 547 Principles and Methods of Teaching English EDSC 549 Principles and Methods of Teaching Social Studies EDSC 552 Principles and Method of Teaching Mathematics EDSC 553 Principles and Methods of Teaching Science	3	EDSC 580 Internship Seminar	3	EDSP 692 Foundations and Services of for Exceptional Learners	3
EDSC 500 Assessment and Action Research	3	EDSC 590 Internship (for candidates passing all required portals)	9	EDIT 604 Teaching with Technology	3
EDSC 518 Reading and Writing in the Content Areas	3			EDSC 546 Foundations of Secondary Education	3
EDSC 510 Secondary Adolescent Development and Management	3			EDSC 508 Foundations in Literacy	3
EDSC 515 Teaching in Diverse Classroom Setting	3				
Total Semester Hours	15	Total Semester Hours	12	Total Semester Hours	12

**Similar Programs in South Carolina offered by Public and Independent Institutions**

Identify the similar programs offered and describe the similarities and differences for each program.

Program Name and Designation	Total Credit Hours	Institution	Similarities	Differences
MAT	33	University of South Carolina	Both work with students who have degrees in their field and offer classes to help them be excellent teachers. Both have rolling admissions. Both require an internship prior to student teaching. The timeline for completion is similar.	Our degree is similar to the MAT for career changers rather than the full program. Our students will need to come to the program with their degree in content and the specific state required coursework.
MAT	42	Clemson University	Both programs offer excellent education courses focused on helping students to become successful teachers.	We offer one less course in our model. A high focus on science, math and technology. Our focus is a bit broader.
MED	Varied depending on track	Francis Marion	Both work with students who have completed their degrees and want to become teachers. They offer excellent coursework to help people become teachers. Field experience experiences are offered to students prior to student teaching.	FMU students take core courses in content area; we are moving away from this model to requiring that coursework be done prior to entrance.

### Faculty

Rank and Full-or Part-time	Courses Taught for the Program	Academic Degrees and Coursework Relevant to Courses Taught, Including Institution and Major	Other Qualifications and Relevant Professional Experience (e.g., licensures, certifications, years in industry, etc.)
Associate Professor Full Time	Literacy, English Methods and Diversity	<p>Ph.D. Teacher Education and Development (with an additional certification in supervision). The University of North Carolina Greensboro (2000 – 2003). Dissertation Title: Teacher Facilitation of Self-Regulated Reading in Ninth Grade English.</p> <p>Reading, with the certification of Reading Specialist "G" K-12 licensure. The University of North Carolina Greensboro (1997 – 1999).</p> <p>English with certificate in Education grades 9 - 12, The University of North Carolina Greensboro Received an "A" licensure in teaching English at the high school level. (1994 – 1996).</p>	SC License in English, Reading, and Doctorate. NC license in the same areas. 23 years in education.
Professor Full Time	Foundations of Secondary Education, Assessment & Action Research, Principles & Methods of Teaching Science	<p>Indiana University, Bloomington, IN, College of Education., Ph.D. in Curriculum and Instruction, Science Education with a Minor in History and Philosophy of Science Dissertation: Perceptions of Models in Life Science Research and Implications for Science Education (2004)</p> <p>University of West Florida, Pensacola, FL, Ed.M. in Secondary Science Education (2000)</p> <p>Auburn University, Auburn, AL, Department of Zoology and Wildlife Science, M.S. in Zoology &amp; Wildlife Science (1997) Thesis: Interaction of Egg Protein and Ecdysteroids During Embryogenesis of Insects Thesis Advisors: James Bradley, Professor, Biological Science (chair); Anthony Moss, Assistant Professor, Biological Science; Stephen Kempf, Associate Professor, Biological Science; Douglas Watson, Associate Professor of Biology, University of Alabama at Birmingham</p> <p>University of West Florida, Pensacola, FL, B.S. in Biology (1993)</p>	

Associate Professor	Principles and Methods of Teaching Social Studies, Teaching in Diverse Classroom Setting	B.A. in History and Classical Studies from Tulane University, M.A. in Secondary Education University of North Florida with a specialization in PhD in Curriculum and Instruction from Indiana University, Bloomington.	Former Florida social studies teacher, FL teacher certification
Professor Full time	Math Methods	<p>Ed. D, University of Massachusetts, Amherst.</p> <ul style="list-style-type: none"> <li>•Major: Teacher education and curriculum studies</li> <li>•Professional specialty: Mathematics Education &amp; Mathematical Habits of Mind</li> <li>•Dissertation title: “Developing siblings and peer tutors to assist Native Taiwanese children in learning habits of mind for math success”</li> </ul> <p>M. ED., National Taipei Teachers College, Taiwan.</p> <ul style="list-style-type: none"> <li>•Major: Elementary education (K- 6)</li> <li>•Professional Curriculum and teaching studies</li> <li>•Thesis title: “The research of effective schools of the aboriginal area in Taiwan”</li> </ul> <p>B.Ed., National Hsinchu Teachers College, Taiwan.</p> <ul style="list-style-type: none"> <li>•Major: Mathematics and Science Education</li> </ul> <p>Professional Areas: Teaching methods of math, science, and educational technology areas:</p>	

Total FTE needed to support the proposed program: 7.85

Faculty: 7.58

Staff: .13

Administration: .14

## **Faculty, Staff, and Administrative Personnel**

Discuss the Faculty, Staff, and Administrative Personnel needs of the program.

This program is already in existence and fully supported by the University and the College of Education and Social Sciences as it is an existing program. This support will continue. The changes in coursework will not disrupt the faculty assigned to the education program. The education faculty will be teaching the same coursework they always have and the two new courses that have been added to the program are already in existence with faculty already assigned to the courses. The only change will be that faculty teaching content courses will not be asked to teach them in the summer sessions any more. This will not impact their annual teaching load as summer school is assigned and budgeted as a separate term.

## **Resources**

### **Library and Learning Resources**

Explain how current library/learning collections, databases, resources, and services specific to the discipline, including those provided by PASCAL, can support the proposed program. Identify additional library resources needed.

Since this is an existing program and no new courses are being offered, there will not be a need to increase library holdings.

### **Student Support Services**

Explain how current academic support services will support the proposed program. Identify new services needed and provide any estimated costs associated with these services.

The College of Graduate and Continuing Studies assists with management of the enrollment process. The cyclical nature of this work will change as we move to rolling admissions and enrollment. Having multiple entrance points will mean that the College of Graduate and Continuing Studies will need to process applications year-round for our program rather than once a year. Given that they already do this for other programs, we feel confident they will be capable of handling this change.

The College of Education and Social Sciences employs a Graduate Programs Manager who assists in facilitating the life-cycle of graduate students in the College, from recruitment to matriculation to program completion and graduation. Because this individual already provides support for the MAT program, including year-round recruitment, her work will continue without interruption. We do not anticipate the need to add new student services for this program, thus we do not anticipate additional costs.

### **Physical Resources/Facilities**

Identify the physical facilities needed to support the program and the institution's plan for meeting the requirements.

No new facilities or physical resources are needed, since this program is an existing program.

### **Equipment**

Identify new instructional equipment needed for the proposed program.

We will not need any new equipment. This is an existing program.



## Impact on Existing Programs

Will the proposed program impact existing degree programs or services at the institution (e.g., course offerings or enrollment)? If yes, explain.

Yes  
 No

This program change will impact the content areas of biology, chemistry, physical science, marine science, math, history, economics and English. The graduate-level content courses that were once offered in the summer will no longer be needed. We will accommodate the currently enrolled cohorts so MAT students under the current program can finish the content courses offered in the summer. After the students and faculty are supported through those courses the summer content courses will be discontinued.

This proposal was necessitated by our decision to shift secondary education licensure to the undergraduate level. Thus this change is connected to the creation of new undergraduate degree programs, but should not disrupt or substantively impact existing undergraduate degree programs. Shifting to a rolling admissions model should benefit existing graduate degree programs at the institution, as it makes the MAT coursework more accessible to students in other programs. For example, a student in the Master of Arts in Liberal Studies (MALS) program may wish to take the research or technology courses included in the MAT program.

With the addition of two courses to this program, Special Education and Instructional Technology faculty will see increased enrollments in their summer classes. The affected department chairs and program coordinators have been included in the program revision discussions and agree that the addition of these courses will not cause an undue burden, as the courses are fully staffed and faculty are already assigned.

### Financial Support

Sources of Financing for the Program by Year												
Category	1 <sup>st</sup>		2 <sup>nd</sup>		3 <sup>rd</sup>		4 <sup>th</sup>		5 <sup>th</sup>		Grand Total	
	New	Total	New	Total	New	Total	New	Total	New	Total	New	Total
Tuition Funding	\$393,192	\$393,192	\$460,579	\$460,579	\$524,905	\$524,905	\$591,619	\$591,619	\$643,315	\$643,315	\$2,613,610	\$2,613,610
Program-Specific Fees											\$0	\$0
Special State Appropriation											\$0	\$0
Reallocation of Existing Funds											\$0	\$0
Federal, Grant, or Other Funding											\$0	\$0
<b>Total</b>	<b>\$393,192</b>	<b>\$393,192</b>	<b>\$460,579</b>	<b>\$460,579</b>	<b>\$524,905</b>	<b>\$524,905</b>	<b>\$591,619</b>	<b>\$591,619</b>	<b>\$643,315</b>	<b>\$643,315</b>	<b>\$2,613,610</b>	<b>\$2,613,610</b>
Estimated Costs Associated with Implementing the Program by Year												
Category	1 <sup>st</sup>		2 <sup>nd</sup>		3 <sup>rd</sup>		4 <sup>th</sup>		5 <sup>th</sup>		Grand Total	
	New	Total	New	Total	New	Total	New	Total	New	Total	New	Total
Program Administration and Faculty/Staff Salaries	\$392,101	\$392,101	\$454,802	\$454,802	\$514,259	\$514,259	\$575,913	\$575,913	\$622,361	\$622,361	\$2,559,436	\$2,559,436
Facilities, Equipment, Supplies, and Materials		\$0		\$0		\$0		\$0		\$0	\$0	\$0
Library Resources		\$0		\$0		\$0		\$0		\$0	\$0	\$0
Other (specify)												
<b>Total</b>	<b>\$392,101</b>	<b>\$392,101</b>	<b>\$454,802</b>	<b>\$454,802</b>	<b>\$514,259</b>	<b>\$514,259</b>	<b>\$575,913</b>	<b>\$575,913</b>	<b>\$622,361</b>	<b>\$622,361</b>	<b>\$2,559,436</b>	<b>\$2,559,436</b>
<b>Net Total</b> (Sources of Financing Minus Estimated Costs)	<b>\$1,091</b>	<b>\$1,091</b>	<b>\$5,777</b>	<b>\$5,777</b>	<b>\$10,645</b>	<b>\$10,645</b>	<b>\$15,707</b>	<b>\$15,707</b>	<b>\$20,954</b>	<b>\$20,954</b>	<b>\$54,174</b>	<b>\$54,174</b>

**Note:** New costs - costs incurred solely as a result of implementing this program. Total costs - new costs; program's share of costs of existing resources used to support the program; and any other costs redirected to the program.

## **Budget Justification**

Provide an explanation for all costs and sources of financing identified in the Financial Support table. Include an analysis of cost-effectiveness and return on investment and address any impacts to tuition, other programs, services, facilities, and the institution overall.

Revenue in the Financial Support tables is calculated by multiplying the current cost of tuition by the projected annual enrollment for the program. The projection also accounts for the enrollment split depending on the current rate of in-state and out-of-state students as tuition costs are different for in-state and out-of-state students. Therefore, the Financial Support calculations are impacted by the projected enrollment tables depending on the size of the projected annual enrollment of the program.

Program cost-effectiveness and return-on-investment are evaluated institutionally using an induced revenue/expense model. As shown in the Financial Support table, tuition revenues are based on a 9-credit course load for each student projected to enroll in the program. These revenues represent course revenues derived from all courses taken by the student, including both departmental-fielded courses and cross-department electives. The expenses shown in the Financial Support table represent only direct expenses necessary for delivering program courses and administration. Due to a graduate program's relatively low inducement of additional expenses beyond direct departmental expenses relative to undergraduate programs, as well as reduced overall institutional operation expenses, the university uses a gross academic margin assessment to ensure that new graduate programs will provide sufficient revenues to support their expense impact on institutional operations.

To derive gross academic margin, total induced revenue (\$2,613,610 for the period) is calculated minus total direct expenses (\$2,559,436 for the period) divided by total induced revenue (\$2,613,610 for the period). [(Revenue-Expenses)/Revenue]

This program's gross academic margin is 2.07% for the period, which indicates that this program has a good likelihood of producing sustainable revenues.

## **Evaluation and Assessment**

Explain how the proposed program, including all program objectives, will be evaluated, along with plans to track employment. Describe how assessment data will be used.

The data below is collected and used for our continuous improvement. Annually the data is given to faculty members and they meet by program to assess and make any changes needed in coursework if a trend of a student weakness is discovered. Each program completes an assessment report to discuss the findings of this data and other key assessments, and evaluates and reports any changes made based on the results. An Assessment Committee then evaluates these reports to make sure they are on target with the program, department, and college goals. Annually the MAT faculty meet to assess the data and decide if program or course changes are required. The College of Education and Social Sciences also has administrative support that includes functions such as tracking graduates to keep track of employment. This program will use these existing resources to track employment and make programmatic adjustments based on the data collected.

Program Objectives	Student Learning Outcomes Aligned to Program Objectives	Methods of Assessment
<p>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.</p>	<p>M.A.T. candidates will earn a passing score, as determined by the South Carolina Department of Education (SCDOE), on the PRAXIS II examination in their content area. The program expects 100% of candidates to earn the minimum score on their Praxis II exams before proceeding to licensure.</p>	<p>PRAXIS II Exam: Students take a content area exam to show that they have adequate knowledge to teach that content in high school. The SLO focuses on students understanding and knowing content they will be teaching. Students must attempt this exam prior to graduation.</p>
	<p>M.A.T. candidates will pass with a minimum grade of 'C' courses covering their content disciplines either during their undergraduate programs (prior to acceptance into the program).</p>	<p>Transcript: The transcript will be analyzed by a faculty expert in that content area to make sure that all needed coursework is present with a grade of C or above. The SLO focuses on students understanding and knowing content they will be teaching. Transcripts are evaluated each semester to make sure that students are on track for graduation.</p>
	<p>M.A.T. candidates will create a discipline-specific lesson plan during their methods class. The program has a goal of 100% of candidates scoring proficient on all measures of the lesson plan rubric. College of Charleston, Master of Arts in Teaching (M.A.T), English, Math, Science, and Social Studies Concentrations, ACAP, 9.15.22 14</p>	<p>Lesson Plan: The lesson plan is graded by a normed rubric that is common across the College of Education. In addition, lesson plans may have additional rubrics if the SPA required evidence of content specific goals be accomplished. The SLO focuses on students being able to present effective lessons to students. This is completed during concentration-specific methods class. (EDSC 547, DSC 549, EDSC 552, and/or EDSC 553)</p>

	<p>M.A.T. candidates will earn an average of a 2.5 on all of the components of the summative internship evaluation, including both the discipline-specific evaluation and the ADEPT 4.0 rubric. 100% of program candidates are expected to meet this SLO.</p>	<p>Summative Paperwork in Internship: Through field experience experiences and through internship(EDSC 580 Internship Seminar) students are observed using the rubric. In addition, during internship a midterm and final evaluation is completed with the faculty member and cooperating teacher contributing to the instrument. The SLO focuses on the instrument students will be assessed by in their first year of teaching. Before leaving the program, our goal is to have students ready for their first-year teaching at level that is proficient.</p>
	<p>M.A.T. candidates will analyze and reflect on student assessments to evaluate the success of their unit plan in impacting student learning. The program has a goal of 100% of candidates scoring proficient on the TWS rubric items related to this SLO.</p>	<p>Teacher Work Sample The teacher work sample is a national assessment that assess students on knowledge of the school culture, planning, assessing, and implementation of lessons. A normed rubric is used across the school of education to evaluate candidates in the methods semester and the internship semester. The SLO focuses on candidates being able to reflect on their teaching and students' classroom success based on their teaching and the ability to reflect on that teaching and what formative and summative assessments show students know and what their next steps should be. This tool helps foster these goals. This is completed twice, once during the concentration-specific methods class (EDSC 547, DSC 549, EDSC 552, and EDSC 553) and again during the internship seminar EDSC 590.</p>

**Accreditation and Licensure/Certification**

Will the institution seek program-specific accreditation (e.g., CAEP, ABET, NASM, etc.)? If yes, describe the institution's plans to seek accreditation, including the expected timeline.

- Yes
- No

This program already meets requirements for CAEP and SPA accreditations, and will continue to report and maintain accreditation

Will the proposed program lead to licensure or certification? If yes, identify the licensure or certification.

Yes  
 No

Students will be licensed in secondary education (9-12) within a specific content area. Those areas are: math, social studies, science, and English.

Explain how the program will prepare students for this licensure or certification.

We are preparing students with coursework focused on instructional methods, classroom management practices, assessment, and two state approved Read to Succeed (R2S) courses. In addition, students are enrolled in diversity coursework and adolescent development. They participate in 120 hours of field experiences and a semester of student teaching. During the fall semester methods coursework, students create lesson plans and complete a teacher work sample. This is repeated in student teaching. These products provide evidence of student preparation and growth, and also identify areas for improvement. If a student does not pass one of these assessments, they are tutored and provided the opportunity to reattempt the assignment. Coursework and key assignments that are reported through our CAEP accreditation and SPA accreditation will continue. The only issue that students will have as a barrier to entry now is that they must have all content area coursework required by the State Department of Education upon admission to the program. Most of the students who apply to the existing MAT program already have this coursework. That is why we felt comfortable in this shift. Content coursework completed in the undergrad (or post-undergrad prior to MAT admission) will prepare students for their content needs and success on the PRAXIS II subject area exam currently required for licensure. The education coursework at the graduate level and structured/supervised field experiences will help our MAT students to be excellent beginning teachers. It will also prepare them for assessment measures they encounter in their first year of teaching.

If the program is an Educator Preparation Program, does the proposed certification area require national recognition from a Specialized Professional Association (SPA)? If yes, describe the institution's plans to seek national recognition, including the expected timeline.

Yes  
 No

We are currently under the SPA umbrella for all of our content areas. Although content courses are being eliminated at the graduate level, we still need to show our accreditors and the State Department of Education that we are meeting the required academic and field experience needs outlined by these accrediting and licensing bodies. This will not change for the faculty who complete this work and submit the SPA and CAEP reports. MAT faculty and students will still participate fully in all of the processes required by the State Department of Education.

#### **Appendix A: Required South Carolina Department of Education Documentation**

##### **South Carolina Department of Education New or Modified Program Proposal Requirements**

Coastal Carolina, Master of Arts in Teaching (M.A.T), English, Math, Science, and Social Studies Concentrations, 19

### III. SCDE Requirements

This section includes a description of the ways in which the program will meet all state requirements as outlined in the South Carolina Educator Preparation Guidelines: Standards Policies, and Procedures, South Carolina Provider Requirements, as applicable. These will include:

#### A. Requirements Related to State Statutes and Regulations

##### 1.1. National provider standards

The MAT Programs meet national provider standards from NCTE (English), NCTM (Mathematics), NSTA (Science), and NCSS (Social Studies). Please see Section IV for SPA letters of approval.

##### 1.2. Criminal records check and fingerprinting requirements

In order to fulfill South Carolina legislative requirements and related public-school policies, all candidates who participate in any type of field-based experience associated with schools must undergo a SLED background check. Candidates must show a clear record on this check. If a criminal record is revealed, results are considered on an individual basis to determine whether the candidates can be placed in a field experience. These decisions are made in conjunction with the school district. Typically, candidates will not be placed in a field experience unless court records indicate that the matter was legally resolved or expunged from the individual's criminal record history. Coastal Carolina University will not place candidates in field experiences who have been convicted of or plead guilty to violent crimes or crimes of sexual nature. Additionally, candidates will not be placed in a field experience if they have been convicted of a felony that would make the student ineligible for a Professional Teaching Certificate.

In order to meet state certification requirements, an additional and more extensive FBI check is required at the beginning of the MAT program for candidates. Students must show a clear record and no offenses that would make them ineligible for professional certification in order to be placed into an internship.

##### 1.3 Read to Succeed

Students take two courses to meet Read to Succeed standards. Those courses are EDSC 508 Foundations in Literacy and EDSC 518 Reading and Writing in the Content Areas. These courses were approved through the state previously when Read to Succeed standards were passed through the SC Legislative body and required as a part of our program by SC Department of Education. We include multiple assignments that address the standards over two semesters. These include classroom design projects, text set projects, and reading theorist reports.

#### Read to Succeed Requirements

Course Title	Course Number	Credit Hours	Catalog Description	SC Literacy Standards, Elements, and Competencies Addressed
EDSC	518	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	1.2, 2.1, 2.2, 2.3, 3.1, 3.2, 3.3, 3.4, 4.1, 4.2, 4.3, 6.2

			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.	
EDSC	508	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.	1.1, 2.3, 4.1, 4.3, 5.1, 5.2, 5.3, 5.4, 6.1, 6.2

#### 1.4 Assisting, developing, and evaluating professional teaching–ADEPT

Assessment of professional teaching is assessed and evaluated based upon competencies in planning, instruction, environment, and professionalism as defined by the South Carolina Expanded ADEPT Rubric. All candidates receive extensive training related to the current South Carolina Teaching Standards integrated into the Expanded ADEPT Support and Evaluation System. The MAT program implements a plan that integrates ADEPT standards throughout the field experience and internship. The MAT program has infused the SCTS 4.0 rubric and teaching standards in courses and field experiences prior to internship to build familiarity and for both reflection and formative feedback. Teacher candidates are introduced to SCTS 4.0 in each of the respective content methods courses in the fall. The standards are first addressed in Summer II in the Foundations of Education Course (EDSC 546) and each of the respective content methods courses (EDSC 552 Mathematics Methods, EDSC 553 Science Methods, EDSC 549 Social Studies Methods, & EDSC 547 English Language Arts Methods) in the fall semester prior to the spring teaching internship. Teacher candidates are evaluated on the ADEPT standards during internship. Candidates are observed using the instrument during field experiences and internship. After each observation, the student and cooperating teacher discuss their progress and set goals for the next observation. University Supervisors, Cooperating Teachers, and Teacher Candidates review the instrument at a formative and summative conference. Evaluation decisions about candidate performance are based on the consensus judgments of the university supervisor and cooperating teacher. Evaluations are based on typical teaching performance in the four domains of Instruction, Planning, Environment, and Professionalism as well as their accompanying indicators in the SCTS rubric. Students must receive a competency score of 2.5 or higher to successfully complete internship.

#### 1.5 Program for assisting, developing, and evaluating principal performance–PADEPP (Leadership programs only)

Not applicable

#### 1.6 Family, school, and community engagement

The Spadoni College of Education and Social Sciences emphasizes the importance of involvement of families and communities in the school community and the classroom. To address the standards in this area, we meet the standards in the following ways:

Coastal Carolina, Master of Arts in Teaching (M.A.T), English, Math, Science, and Social Studies  
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(a) practices that are responsive to racial, ethnic, and socio-economic diversity, and are appropriate to various grade-level needs;

In the EDSC 515 Diversity course, candidates read and discuss current literature that prepares them to respond to racial, ethnic, socio-economic, gender, exceptionality status, language proficiency, and other aspects of student diversity. Topics include Culturally Responsive Teaching focusing on developing positive relationships with students, asset-based teaching practices, and community-centered education. Candidates complete a curriculum audit that prompts them to consider the standards in their field in terms of how best to teach them to the specific students in their field placement classrooms. Candidates learn and practice universal design practices such as incorporating student choice and voice and ensuring the content is accessible to a diverse student population.

In EDSC 518 students are asked to create a differentiated lesson plan that asks candidates to address student interests and student proficiency in their field experience classroom. When we address why students do not know information, we delve into what can cause holes in information. This instruction of this topic starts in EDSC 508 where students examine early childhood experiences and how socio-economic status can influence vocabulary acquisition and reading level, and we continue to work on those topics in EDSC 518 when students examine how to create a lesson plan for 9-12 students who have a deficit in knowledge about a specific topic (Differentiated Lesson Plan).

(b) establishment and maintenance of parent-friendly school settings;

In the EDSC 515 Diversity course, candidates read and discuss current literature that prepares them to work with diverse parents and families. Candidates are introduced to issues related to meeting the needs of diverse parents and are prompted in class assignments to locate and use best practices for parent communication.

(c) awareness of community resources that strengthen families and assist students to succeed; and

In the EDSC 515 Diversity course, candidates read and discuss current literature that prepares them to understand the need for understanding the community in which students live. Candidates' final exam in the course is the "Taking it to the Streets" project: a community mapping project that requires students to go out into a local community, locate a variety of community assets, write a lesson plan that incorporates community assets, and reflect on what they learned through their journeys into the communities about connecting with students.

### 1.7 Safe School Climate Act

Before a recommendation for state licensure is made, evidence is provided that each candidate for program completion has passed the EPP's Safe Schools Climate Act Assessment, the EEDA Assessment, and the Professional Conduct Assessment. In the Adolescent Development and Classroom Management course EDSC 510 the candidates complete a classroom management project. The intent of the project is to have the candidates devise classroom routines and interventions in order to minimize off-task behaviors such as harassment, bullying and intimidation. The candidates are required to base the plan on best management practices within the research literature. Additionally, the candidates are required to make field observations and to keep an observation journal when they are out in schools. One particular focus of the observations are potential bullying behaviors and actions and effective methods for curtailing such behaviors. The Diversity course EDSC 515 course the candidates review and discuss the literature on gender spectrum issues. One specific focus of the research and discussions is the connection between gender issues in connection with the phenomena of sexual harassment and bullying. Finally, The Standards

of Conduct for South Carolina Educators (Code of Conduct is) is presented to all interns during the Internship semester prior to attending their internship semester. This information is followed by working in schools full-time and conducting classes in the high school setting. EDSC 590 and EDSC 580. In addition, EEDA core values is evaluated in the Spadoni College Disposition Form, specifically questions 1-4. The dispositions form is completed by faculty in the fall and spring semesters during the methods course and the internship semester. Students are trained and assessed on Safe Schools Climate Act during internship.

#### 1.8 Education and Economic Development Act (EEDA)

Before a recommendation for state licensure is made, evidence is provided that each candidate for program completion has passed the EPP's Safe Schools Climate Act Assessment, the EEDA Assessment, and the Professional Conduct Assessment. The Standards of Conduct for South Carolina Educators (Code of Conduct) is presented to all interns during the Internship. In Foundations of Education course (EDSC 546) and the four content-specific methods courses, candidates prepare individual lesson plans and unit plans that address the connections between the lesson content and prospective careers and career readiness. In addition, as stated above, the Professional Dispositions Form focuses on a future teacher's ability to comply and enact EEDA by striving to promote EEDA performance standards, establish a supportive environment, establish and maintain non-discriminatory and inclusive practices and interrupting or re-directing discriminatory discourse. The disposition form is completed by Methods faculty in the fall semester and by University Supervisors in the spring semester. Additionally, candidates are trained and assessed on EEDA during internship.

#### 1.9 Student Health and Fitness Act (Early Childhood Education and Elementary Education programs only)

Not applicable

#### 1.10 Admission to undergraduate teacher preparation programs (Basic Skills Requirement)

Admission of M.A.T. program candidates into the PPTe involves a two-step process of Portal I - Admission to Pre-Professional Program and Portal II - Admission to Professional Program. Criteria for admission include that candidates have a minimum undergraduate GPA of 3.0 in the content area and either a 2.75 GPA overall, or official scores at a minimum set level on the Graduate Record Examination (GRE) or Miller Analogies Test (MAT) and Test of English as a Foreign Language (TOEFL), if applicable.

#### 1.11 PK–12 academic standards

Candidates in the MAT programs are required to submit content specific lesson plans utilizing the South Carolina academic standards; in addition, they are evaluated on their delivery of instruction utilizing these standards with the SCTS 4.0 Rubric. Candidates also complete Teacher Work Sample (TWS), which demonstrates long range planning. Candidates in the MAT program have bachelor's degrees in their content area, thus demonstrating content knowledge.

#### 1.12 Tuberculosis screening and evaluations

Teacher candidates must provide documentation of a negative TB test prior to beginning the internship.

#### B. Requirements Related to SBE Guidelines and SCDE Policy

## 2.1 Field and experiences

Candidates in the MAT program must complete a minimum of 100 hours of field experiences prior to internship (CCU internship) at the initial undergraduate level. At the initial graduate level, all candidates must complete a minimum of 75 hours of field experiences prior to internship. The internship experience must provide for intensive and continuous involvement in a public school setting. The MAT program at Coastal Carolina University includes two field experiences in public schools, designed to prepare students with knowledge of professional and ethical practice. Our local public schools work closely with the college to help provide relevant and productive sites for field placements of education majors. These schools collaborate with the college to provide the personnel, curriculum, and environments necessary to offer effective instruction for prospective teachers and administrators. MAT candidates currently complete two field experiences during the semester of the methods courses. These placements are in two different schools to ensure the candidates are exposed to diverse populations of students. Placement 1 is a 6-week placement (2 full days a week for the first 5 weeks and one full week). Placement 2 is a 6-week placement (2 full days a week for the first 5 weeks and one full week). Our field experiences provide actual settings in which to develop and demonstrate the knowledge, skills and dispositions necessary to help all students learn. Our field experiences are diverse and provide interaction with students in a variety of settings. Finally, in the final semester, candidates use knowledge and skills in a semester-long internship in a local public high school, which supports a successful transition from teacher candidate to professional educator. The final clinical field-based experience (the internship) is the capstone of the MAT program. At the internship level, interns meld the theoretical and practical knowledge of classroom instruction with professional behaviors. Interns have the opportunity to explore, investigate, grow, and develop through the internship. Interns must be able to apply their knowledge of learners and learning in the classroom by successfully working with students as full participating members of a professional school community.

Expectations for interns include the ability to:

- design sequential objectives and strategies based on state and local standards,
- analyze his or her own teaching methods in comparison with student achievement to ensure that standards are met,
- plan and deliver instruction, within the school setting, with consideration given to individual background and learning style of the individual student, and
- assume the role of a professional educator, working productively with his or her mentors.

Additionally, interns are expected to prepare lesson/unit plans, demonstrate how to effectively manage the learning environment, demonstrate how to plan for assessment of student learning, and how to analyze and reflect on student learning data to determine curriculum and instruction. Interns are expected to participate in school-wide initiatives, attend professional development, attend to administrative tasks, and support school functions. All candidates receive formative and summative feedback during the internship regarding their growth and performance. Finally, the internship represents an all-important exit point in the program. The internship serves as the final check of both student quality and program effectiveness. When the initial licensure program is successfully completed, candidates will have met requirements toward receiving a South Carolina teaching license.

## 2.2 Professional ethics and decision-making

The Spadoni College emphasizes professional ethics and responsibilities in all of its programs. The MAT program addresses the following principles: Principle I: Responsibility to the Profession; Principle II: Responsibility for

Professional Competence; Principal III: Responsibility to Students; Principle IV: Responsibility to the School Community; and Principal V: Ethics of the Use of Technology. The program faculty teach these standards throughout the coursework and student teaching. Professionalism and professional behavior is reviewed and tracked through the instruments described below.

The Professional Disposition form used in the methods coursework and internship. It defines professional expectations of a teacher and monitors if students are behaving professionally, making sound decisions in ethical behavior that could impact themselves or the school community. The Disposition Consensus form is also completed by faculty, cooperating teachers, and candidate's themselves. It evaluates their ability to maintain culturally responsive methods and avoid exclusionary methods. It examines how the candidates interact with students, fellow teachers, parents, and community. It requires candidates to critically analyze their content and accept constructive criticism. In addition, it explores how to maintain confidentiality about students and communicate with and about students to colleagues and families. If at any time a behavior is seen that does not align with the disposition form, a Professional Disposition Intervention Plan is created by faculty, and they monitor and coach the candidate so that they demonstrate professional behavior in the future.

The SCTS 4.0 has evaluation lines expressly addressing professionalism and how to grow as a professional. The last page of the instrument asks students to reflect on their professionalism and how they would like to grow in the future. It also asks faculty and cooperating teachers to evaluate the candidate's growth and development in their learning and learning goals, their ability to reflect on their practice, their community involvement, and their school responsibilities. In addition, rubric lines evaluate the use of technology in activities and assignments, asking faculty and cooperating teachers to evaluate the effective and appropriate use of technology. Lastly, the rubric allows faculty and cooperating teachers to evaluate the professional content knowledge and implementation of lessons. This instrument is used in the fall methods class to evaluate students in field experience placement and during the internship.

The Teacher Work Sample (TWS) which is used in fall semester in the methods course and in the candidate internship semester has students conduct long term planning, evaluate student growth, and reflect on their own performance as a teacher and what they think can be improved in their own instruction. The instrument allows faculty to evaluate and measure student growth across two semesters. The TWS is first used in the methods courses and then in the internship semester. It asks students to create a unit with pre and post assessment and an evaluation of student learning. This requires the students to share learning goals, planning, and use of technology. By implementing the TWS twice, program faculty can monitor growth across semesters. The focus of this instrument examines the responsibility to the profession by asking candidates to show what they plan to teach and how they plan to teach it. The responsibility to students is demonstrated through the requirement to measure student success in the unit, analyze individual, small group, and whole group data. The candidates are required to reflect and explain student success, lack of success, and changes to the instruction, curriculum, and/or environment to help all students succeed.

### 2.3 Initial program approval

These programs met initial program approval requirements; this section is not applicable, as these are continuing programs.

### 2.4 Continuing program recognition (modified/continuing programs only)

**Programs and Date of Recognition**

<b>Date Recognized</b>	<b>Concentrations in MAT</b>
9/15/2016	English
7/30/2018	Math
9/08/2016	Science
9/15/2015	Social Studies

## 2.5 Verification of candidate program completion for educator certification

The EPP completes the verification of program completion for educator certification form for all candidates once they meet program completion requirements; this includes meeting state GPA guidelines, completion of all coursework, successful completion of all key assessments, successful completion of internship requirements, application for student teaching/teaching, and completion of state-required Praxis II and Principles of Learning and Teaching exams.

## 2.6 Annual reporting

The EPP completes both the CAEP Annual Report and the Title II report in accordance with accreditation and federal requirements; in addition, the EPP submits the Educator Preparation Provider Annual Report and SCDE Assurances form each year to the South Carolina Department of Education. Finally, each program submits an annual university report documenting candidate performance as it aligns to each program's student learning outcomes. All programs submit either state- or Specialized Professional Association (SPA) reports according to the deadlines set by CAEP.

## 2.7 Technology for the enhancement of PK–12 student learning

With the proposed changes in the M.A.T. program all candidates will complete a course in instructional technology- EDIT 604 Teaching With Technology. EDIT 604 is a standards-based investigation of instructional technologies and their potential to improve teaching practice, professional productivity and student performance. Coursework focuses on the practical utilization and analysis of technology for teaching and learning. Course topics include instructional design, technology integration (apps, web tools, extensions, and hardware), digital citizenship, screen capture tutorial design, video production, assistive technologies, among others.

In addition to completing EDIT 604, the M.A.T. candidates' proficiency with technology will be assessed throughout the program. In the respective content methods courses (EDSC 552 Mathematics Methods, EDSC 553 Science Methods, EDSC 549 Social Studies Methods, & EDSC 547 English Language Arts Methods) the candidates prepare lesson plans and unit plant that incorporate technology. During the spring teaching internship, the candidates are required to teach lessons that utilize a variety of instructional technologies. The candidates' ability to use technology during instruction is assessed using Specialized Professional Association (SPA) teaching evaluations specific to each content area (English, mathematics, science and social studies), the SCTS 4.0 Rubric and the Teacher Work Sample (TWS).

## IV. National accretor and SPA standards, and assessments

Provide one of the following to ensure programmatic accreditation/recognition:

A. A current accreditation approval letter from the Specialized Professional Association (e.g., NASM, NASAD, etc.):

[MAT English accreditation approval documentation](#)

[MAT Mathematics accreditation approval documentation](#)

[MAT Social Studies accreditation approval documentation](#)

[MAT Science accreditation approval documentation](#)

**South Carolina Department of Education  
Office of Educator Services  
Educator Preparation**

**Statement of Intent to Submit a New or Modified Educator Preparation Program**

This form is for currently approved providers to notify the South Carolina Department of Education (SCDE) of the intent to submit a new or modified program proposal.

- Providers must have approval from applicable entities (e.g., institutional, Commission on Higher Education, etc.) to propose or modify a program.
- Providers seeking to make changes in eighteen semester hours or less of coursework should contact the SCDE for instructions on submitting a Notification of Change.
- Providers seeking to add a new program should complete this form. New programs are those that add additional certification areas to the provider's offerings, make a change in program structure, or change more than fifty percent of a currently approved program's curriculum.
- Providers seeking to modify currently approved programs should complete this form if there is a change in program or certification area including the addition or deletion of nineteen semester hours or more.
- Providers submitting this form should be aware that the SCDE calculates course hour additions and deletions for new and modified programs cumulatively.
- Providers may not implement a new or modified program without approval from the State Board of Education.

This form must be submitted to the SCDE, Office of Educator Services, a minimum of 60 days before the full program proposal will be submitted. Detailed information on the submission process can be found at the following link.

**I. Provider and Program Details**

Name of Provider: Coastal Carolina University

Name of Primary Contact: Suzanne Horn

Email: shorn@coastal.edu

Name of Proposed Program:

Master's of Arts in Teaching (English, Math, Science, and Social Studies)

Submission Type:

New Program

Modified Program

Intended Degree:

Bachelor's

Master's

Education Specialist

Doctorate

Post-baccalaureate/Certification Track only

Date of Proposal Submission to CHE (if CHE approval is required): September 8, 2022

Intended Submission Date to the SCDE: December 2022

Anticipated Program Start Date: Summer 2023

Certification Field(s) to be Recommended Upon Candidate Program Completion: English 9-12, Math 9-12, Science 9-

Coastal Carolina, Master of Arts in Teaching (M.A.T), English, Math, Science, and Social Studies  
Concentrations, 28

## **II. Intent**

As part of this Statement of Intent, provide a brief program summary and description of the target audience (250 word maximum).

The MAT Program is an existing program at Coastal Carolina University. The target audience is college students or candidates that would like to become secondary teachers (grades 9-12) in the content areas of math, science, English, or social studies. Candidates with an undergraduate degree in a relevant discipline typically begin the program during the summer after completing their undergraduate degree, with each class constituting a cohort. In the summer, candidates take graduate level content classes along with education classes. During the regular academic semesters, candidates complete additional coursework as well as student teaching. All candidates will need a bachelor's degree to enroll in the MAT graduate program. Prospective candidates who are currently enrolled at Coastal Carolina University majoring in a degree program, and who desire to enter the MAT program upon graduation to pursue a master's degree and certification in teaching, may enroll in up to two courses using transitional studies, prior to receiving a bachelor's degree. Transitional studies allow these students to take graduate courses, but the course must be counted toward their graduate degree.

## **III. Program Approval Information**

- The provider cannot offer any educator preparation program leading to a South Carolina credential until approval is granted by the institution (college or university), the Commission on Higher Education (CHE) if required, and the SCDE.
- The educator preparation provider must not represent to students, candidates, prospective candidates, members of the public or others that any coursework or programs currently offered leads to a South Carolina teaching credential, certificate, or authorization until approval has been granted by the institution, the CHE (if a public provider), and the SCDE.
- The SCDE is not authorized to issue an educator certificate to program completers until the program has been approved by the SBE.

Signature: Dr. Suzanne Horn

Date: 9/8/22



## **Appendix B:** Changes to the Existing MAT program – Redline and Clean Versions

### **Edited version:** Master of Arts in Teaching with a Concentration in English (9-12), Math (9-12), Social Studies (9-12), and Science (9-12). (M.A.T.)

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 music, leading to PreK-12 certification.](#)

#### **Student Learning Outcomes for the Program**

1. M.A.T. candidates will earn a passing score, as determined by the South Carolina Department of Education (SCDOE), on the PRAXIS II examination in their content area. The program expects 100% of candidates to earn the minimum score on their Praxis II exams before proceeding to internship.
2. M.A.T. candidates will pass with a minimum grade of 'C' courses covering their content disciplines either during their undergraduate programs (prior to acceptance into the program), or as they progress through the graduate M.A.T. program.
3. M.A.T. candidates will create a discipline-specific lesson plan during their methods class. The program has a goal of 100% of candidates scoring proficient on all measures of the lesson plan rubric.
4. M.A.T. candidates will earn an average of a three (3) on all of the components of the summative internship evaluation, including both the discipline-specific evaluation and the ADEPT 4.0 rubric. 100% of program candidates are expected to meet this SLO.
5. M.A.T. candidates will analyze and reflect on student assessments to evaluate the success of their unit plan in impacting student learning. The program has a goal of 100% of candidates scoring proficient on the TWS rubric items related to this SLO.

#### **Graduate Applications**

Applications for graduate study should be directed to the College of Graduate and Continuing 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. Prospective candidates 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) and the PLT exam must be successfully passed in order to receive a certificate for teaching. 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 & Social Sciences.~~

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

Coastal Carolina, Master of Arts in Teaching (M.A.T), English, Math, Science, and Social Studies Concentrations, 30

### **Portal I. Admission to the Graduate Study (Pre-Professional Program)**

Completion of Graduate Admission Application;

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);

Completion of 30 credit hours of specific content area coursework;

One reference letter;

Minimum undergraduate GPA of 3.0 in the content area AND a 2.75 GPA overall.

a. Candidates who have an earned content GPA of between 2.75-2.94 and/or an earned overall GPA of 2.60-2.74 may submit official scores on Graduate Record Examination (GRE) or Miller Analogies Test (MAT) to be considered for admission.

b. The program will only accept candidates who earn a minimum score of 146 on verbal and minimum 140 on quantitative on the Graduate Record Examination, or a minimum score of 388 on the Miller Analogies Test.

c. Scores must be no more than five years old.

Approval of the M.A.T. Graduate Admissions Committee (GAC).

### **Portal II. Admission to Professional Program (determined at the conclusion of Summer II)**

Minimum 3.00 GPA, with no grade below "C".

a. 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.

b. Students who do not meet the minimum 3.0 GPA and have a GPA below 2.75 will be removed from the program following the probationary period.

SLED and FIB Fingerprint Clearance;

TB Skin Test Clearance;

Must earn proficient or higher on measures on the Professional Dispositions at the Initial Level

a. 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.

b. Candidates on an Improvement Plan must be re-evaluated within 3 months and earn proficient on all measures of the Professional Dispositions at Initial Level to continue to the next portal.

Approval of appropriate portal committee.

**Portal III. Admission to Internship**

~~Minimum 3.00 GPA, with no grade below “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; and~~

~~Approval of appropriate portal committee.~~

**Portal IV. Program Completion**

~~Completion all coursework with minimum 3.00 GPA, with no grade below “C”;~~

~~Completion of 60 full time days 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; and~~

~~Successful completion of Education Laws Quiz.~~

**Initial Licensure Graduate M.A.T. Program**

Coastal Carolina, Master of Arts in Teaching (M.A.T), English, Math, Science, and Social Studies Concentrations, 32

The SCOESS identified four portals (transition points) for the *initial licensure graduate* M.A.T. program. The SCOESS also identified key assessments where data are collected for the *initial licensure graduate* M.A.T. program are indicated in the following table.

<b>Portal I Admission to Pre-Professional Program</b>	<b>Portal II Admission to Professional Program</b>	<b>Portal III Admission to Internship</b>	<b>Portal IV Program Completion</b>
<p>Completion of Graduate Admission Application</p> <p>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).</p> <p>Completion of 30 credit hours of specific content area coursework</p> <p>Reference letter</p> <p>Minimum undergraduate GPA of 3.0 in the content area AND a 2.75 GPA overall.</p> <ul style="list-style-type: none"> <li>○ Candidates who have an earned content GPA of between 2.75-2.94 and/or an earned overall GPA of 2.60-2.74 may submit official scores on Graduate Record Examination (GRE) or Miller Analogies Test (MAT) to be considered for admission.</li> <li>○ The program will only accept candidates who earn a minimum score of 146 on verbal and minimum 140 on quantitative on the Graduate</li> </ul>	<p>Minimum 3.00 GPA, with no grade below “C”</p> <ul style="list-style-type: none"> <li>○ Prospective candidates 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, candidates 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.</li> <li>○ Candidates who do not meet the minimum 3.0 GPA and have a GPA below 2.75 will be removed from the program following the probationary period.</li> </ul> <p>SLED and FBI Fingerprint Clearance</p> <p>TB Skin Test Clearance.</p> <p>Must earn proficient or higher on measures on the Professional Dispositions at the Initial Level</p> <ul style="list-style-type: none"> <li>○ Candidates who score less than proficient on any measure of the Professional Dispositions</li> </ul>	<p>Minimum 3.00 GPA, with no grade below “C”</p> <p>Completion of all coursework with the exception of internship, internship seminar, and two graduate content area courses</p> <p>Satisfactory completion and performance in a minimum of 75 hours in all Field Experiences.</p> <p>Satisfactory completion of required specialized professional association (SPA) assessments that take place in the Methods course.</p> <p>Successful completion of first Teacher Work Sample, demonstrating student learning.</p> <p>Successful completion of EPP lesson plan.</p> <p>Submit Diversity Affirmation forms, and complete varied diverse field experiences, as required by the state.</p> <p>Documented attempt on all required state Praxis II content exams</p> <p>Satisfactory rating on the Assessment of Professional Dispositions at the Initial Level, with all Disposition Improvement Plans completed.</p>	<p>Completion of all coursework with minimum 3.00 GPA, with no grade below “C”</p> <p>Completion of 60 full-time days of internship, and 35 full-time teaching days.</p> <p>Attempt of testing of required Praxis II Principles of Learning and Teaching (PLT) exam</p> <p>Summative evaluation ratings averaging proficient or higher on the performance dimensions of the South Carolina Teaching Standards Rubric</p> <p>Successful completion of second Teacher Work Sample, demonstrating student learning.</p> <p>Satisfactory rating on the Summative Internship Evaluation, including the SPA addendum.</p> <p>Satisfactory completion of all required specialized professional association (SPA) assessments.</p> <p>Summative evaluation ratings of proficient or higher on the Assessment of Teacher Candidate Professional Dispositions at the Initial Level</p>

<p>Record Examination, or 388 on the Miller Analogies Test.</p> <ul style="list-style-type: none"> <li>○ Scores must be no more than five years old.</li> </ul> <p>Approval of the M.A.T. Graduate Admissions Committee (GAC).</p>	<p>at Initial Level must be placed on an Improvement Plan or removed from the program.</p> <ul style="list-style-type: none"> <li>○ Candidates on an Improvement Plan must be re-evaluated within two weeks and earn proficient on all measures of the Professional Dispositions at Initial Level to continue to the next portal.</li> </ul> <p>Approval of appropriate portal committee.</p>	<p>Approval of appropriate portal committee.</p>	<p>Successful completion of Safe Schools Quiz</p> <p>Successful completion of EEDA Quiz</p> <p>Successful completion of Professional Conduct Quiz</p> <p>Successful completion of Education Laws Quiz.</p>
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**Initial Licensure Programs (Graduate):**

**Portal I:** Each applicant applying for admission to the initial licensure graduate M.A.T. program submits an application to the Office of Graduate Studies. When all of the required materials have been received, the Office of Graduate Studies forwards the potential candidates’ electronic application documents to the program for review by the M.A.T. Graduate Admissions Committee. The content advisor reviews the applicant’s application to determine if all courses and other requirements have been met, then they make recommendations to the M.A.T. Graduate Admissions Committee. A decision is made by the committee to admit or reject each applicant, and a letter is sent to all applicants informing them of their admission status. The Program Coordinator monitors progression and completion of the admission process and coordinates the notification of the candidates of program acceptance or denial.

**Portal II:** The criteria for admission to the professional program are indicated in the portals above. Applications are reviewed by the Portal I Committee in the SCOE at the end of each semester. Applicants who meet all requirements are approved. The Committee reviews applications with missing requirements and recommends acceptance contingent upon completion of all requirements by an established deadline prior to admission into the professional program.

**Portal III:** Candidates in the M.A.T. program submit an application for Internship to the Center for Excellence and Academic Advising the semester prior to the internship. The candidate provides personal information; the advisor verifies that academic requirements have been completed; and the Director of the Center for Excellence and Academic Advising verifies completion of field experiences and other program requirements. The applications are reviewed and approved by the SCOE Portal II Committee.

**Portal IV:** University Supervisors submit evidence of candidates’ completion of all requirements for the internship to the Center for Excellence and Academic Advising. The Center for Excellence and Academic Advising reviews all submitted internship materials and verifies whether internship requirements have been met by each candidate. For all initial licensure programs, candidates’ completion of program requirements and all requirements for South

Carolina licensure are verified by the Center for Excellence and Academic Advising. The Dean of the SCOESS recommends candidates for licensure.

**Degree Requirements** (30 ~~33-39~~ Graduate Credit Hours)

**Core Courses** (~~12-18~~ 18-24 Credit Hours)

Choose one from the following:

EDSC 410 - Secondary Adolescent Development and Management (3 credits)

EDSC 510 - Secondary Adolescent Development and Management (3 credits)

Choose one from the following:

EDSC 415 - Teaching in Diverse Classroom Settings (3 credits)

EDSC 515 - Teaching in Diverse Classroom Settings (3 credits)

Complete all of the courses below:

EDSC 500 - Assessment and Action Research (3 credits)

EDSC 508 - Foundations in Literacy (3 credits)

EDSC 518 - Reading and Writing in the Content Area (3 credits)

EDSC 546 - Foundations of Secondary Education (3 credits)

**EDSP 692 - Foundations and Services for Exceptional Learners (3 credits)**

**EDIT 604 – Teaching with Technology (3 credits)**

**Teaching Concentration** (15 Credit hours)

Complete the following courses:

EDSC 580 - Internship Seminar (3 credits)

EDSC 590 - Internship (9 credits)

(Choose One) Methodology course in the content area of concentration:

EDSC 547 - Principles and Methods of Teaching English (3 credits)

EDSC 549 - Principles and Methods of Teaching Social Studies (3 credits)

~~ARTE 550 – Principles and Methods of Teaching Art (3 credits)~~

~~MUED 551 – Principles and Methods of Teaching Music (3 credits)~~

EDSC 552 - Principles and Methods of Teaching Mathematics (3 credits)

EDSC 553 - Principles and Methods of Teaching Science (3 credits)

## ~~Content Preparation (4 graduate level courses in the chosen concentration area)~~

### ~~Graduate content in one of the concentration areas: 12-16~~

~~Art (ARTC, ARTE, ARTD, ARTH, ARTS), English (ENGL), Mathematics (MATH, STAT), Music (MUS, MUED), Science (ASTR, BIOL, CHEM, GEOL, MSCI, PHYS), or Social Studies (ANTH, ECON, HIST, POLI, PSYC, SOC, GEOG).~~

## **Clean version: Master of Arts in Teaching with a Concentration in English (9-12), Math (9-12), Social Studies (9-12), and Science (9-12). (M.A.T.)**

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.

### **Student Learning Outcomes for the Program**

1. M.A.T. candidates will earn a passing score, as determined by the South Carolina Department of Education (SCDOE), on the PRAXIS II examination in their content area. The program expects 100% of candidates to earn the minimum score on their Praxis II exams before proceeding to internship.
2. M.A.T. candidates will pass with a minimum grade of 'C' courses covering their content disciplines either during their undergraduate programs (prior to acceptance into the program), or as they progress through the graduate M.A.T. program.
3. M.A.T. candidates will create a discipline-specific lesson plan during their methods class. The program has a goal of 100% of candidates scoring proficient on all measures of the lesson plan rubric.
4. M.A.T. candidates will earn an average of a three (3) on all of the components of the summative internship evaluation, including both the discipline-specific evaluation and the ADEPT 4.0 rubric. 100% of program candidates are expected to meet this SLO.
5. M.A.T. candidates will analyze and reflect on student assessments to evaluate the success of their unit plan in impacting student learning. The program has a goal of 100% of candidates scoring proficient on the TWS rubric items related to this SLO.

### **Graduate Applications**

Applications for graduate study should be directed to the College of Graduate and Continuing 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. Prospective candidates 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 and the PLT exam must be successfully passed in order to receive a certificate for teaching.

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

**Initial Licensure Graduate M.A.T. Program**

The SCOESS identified four portals (transition points) for the *initial licensure graduate* M.A.T. program. The SCOESS also identified key assessments where data are collected for the *initial licensure graduate* M.A.T. program are indicated in the following table.

<b>Portal I Admission to Pre-Professional Program</b>	<b>Portal II Admission to Professional Program</b>	<b>Portal III Admission to Internship</b>	<b>Portal IV Program Completion</b>
<p>Completion of Graduate Admission Application</p> <p>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).</p> <p>Completion of 30 credit hours of specific content area coursework</p> <p>Reference letter</p> <p>Minimum undergraduate GPA of 3.0 in the content area AND a 2.75 GPA overall.</p> <ul style="list-style-type: none"> <li>o Candidates who have an earned content GPA of between 2.75-2.94 and/or an earned overall GPA of</li> </ul>	<p>Minimum 3.00 GPA, with no grade below “C”</p> <ul style="list-style-type: none"> <li>o Prospective candidates 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, candidates 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.</li> <li>o Candidates who do not meet the minimum 3.0 GPA and have a GPA below 2.75 will be removed from</li> </ul>	<p>Minimum 3.00 GPA, with no grade below “C”</p> <p>Completion of all coursework with the exception of internship, internship seminar, and two graduate content area courses</p> <p>Satisfactory completion and performance in a minimum of 75 hours in all Field Experiences.</p> <p>Satisfactory completion of required specialized professional association (SPA) assessments that take place in the Methods course.</p> <p>Successful completion of first Teacher Work Sample, demonstrating student learning.</p>	<p>Completion of have 4all coursework with minimum 3.00 GPA, with no grade below “C”</p> <p>Completion of 60 full-time days of internship, and 35 full-time teaching days.</p> <p>Attempt of testing of required Praxis II Principles of Learning and Teaching (PLT) exam</p> <p>Summative evaluation ratings averaging proficient or higher on the performance dimensions of the South Carolina Teaching Standards Rubric</p> <p>Successful completion of second Teacher Work Sample, demonstrating student learning.</p>



<p>2.60-2.74 may submit official scores on Graduate Record Examination (GRE) or Miller Analogies Test (MAT) to be considered for admission.</p> <ul style="list-style-type: none"> <li>○ The program will only accept candidates who earn a minimum score of 146 on verbal and minimum 140 on quantitative on the Graduate Record Examination, or 388 on the Miller Analogies Test.</li> <li>○ Scores must be no more than five years old.</li> </ul> <p>Approval of the M.A.T. Graduate Admissions Committee (GAC).</p>	<p>the program following the probationary period.</p> <p>SLED and FBI Fingerprint Clearance</p> <p>TB Skin Test Clearance.</p> <p>Must earn proficient or higher on measures on the Professional Dispositions at the Initial Level</p> <ul style="list-style-type: none"> <li>○ 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.</li> <li>○ Candidates on an Improvement Plan must be re-evaluated within 2 weeks and earn proficient on all measures of the Professional Dispositions at Initial Level to continue to the next portal.</li> </ul> <p>Approval of appropriate portal committee.</p>	<p>Successful completion of EPP lesson plan.</p> <p>Submit Diversity Affirmation forms, and complete varied diverse field experiences, as required by the state.</p> <p>Documented attempt on all required state Praxis II content exams</p> <p>Satisfactory rating on the Assessment of Professional Dispositions at the Initial Level, with all Disposition Improvement Plans completed.</p> <p>Approval of appropriate portal committee.</p>	<p>Satisfactory rating on the Summative Internship Evaluation, including the SPA addendum.</p> <p>Satisfactory completion of all required specialized professional association (SPA) assessments.</p> <p>Summative evaluation ratings of proficient or higher on the Assessment of Teacher Candidate Professional Dispositions at the Initial Level</p> <p>Successful completion of Safe Schools Quiz</p> <p>Successful completion of EEDA Quiz</p> <p>Successful completion of Professional Conduct Quiz</p> <p>Successful completion of Education Laws Quiz.</p>
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**Initial Licensure Programs (Graduate):**

**Portal I:** Each applicant applying for admission to the initial licensure graduate M.A.T. program submits an application to the Office of Graduate Studies. When all of the required materials have been received, the Office of Graduate Studies forwards the potential candidates’ electronic application documents to the program for review by the M.A.T. Graduate Admissions Committee. The content advisor reviews the applicant’s application to determine if all courses and other requirements have been met, then they make recommendations to the M.A.T. Graduate Admissions Committee. A decision is made by the committee to admit or reject each applicant, and a letter is sent to all applicants informing them of their admission status. The Program Coordinator monitors progression and completion of the admission process and coordinates the notification of the candidates of program acceptance or denial.

**Portal II:** The criteria for admission to the professional program are indicated in the portals above. Applications are reviewed by the Portal I Committee in the SCOE at the end of each semester. Applicants who meet all requirements are approved. The Committee reviews applications with missing requirements and recommends acceptance contingent upon completion of all requirements by an established deadline prior to admission into the professional program.

**Portal III:** Candidates in the M.A.T. program submit an application for Internship to the Center for Excellence and Academic Advising the semester prior to the internship. The candidate provides personal information; the advisor verifies that academic requirements have been completed; and the Director of the Center for Excellence and Academic Advising verifies completion of field experiences and other program requirements. The applications are reviewed and approved by the SCOE Portal II Committee.

**Portal IV:** University Supervisors submit evidence of candidates' completion of all requirements for the internship to the Center for Excellence and Academic Advising. The Center for Excellence and Academic Advising reviews all submitted internship materials and verifies whether internship requirements have been met by each candidate. For all initial licensure programs, candidates' completion of program requirements and all requirements for South Carolina licensure are verified by the Center for Excellence and Academic Advising. The Dean of the SCOE recommends candidates for licensure.

**Degree Requirements (33-39 Graduate Credit Hours)**

***Core Courses*** (18-24 Credit Hours)

Choose one from the following:

EDSC 410 - Secondary Adolescent Development and Management (3 credits)

EDSC 510 - Secondary Adolescent Development and Management (3 credits)

Choose one from the following:

EDSC 415 - Teaching in Diverse Classroom Settings (3 credits)

EDSC 515 - Teaching in Diverse Classroom Settings (3 credits)

Complete all of the courses below:

EDSC 500 - Assessment and Action Research (3 credits)

EDSC 508 - Foundations in Literacy (3 credits)

EDSC 518 - Reading and Writing in the Content Area (3 credits)

EDSC 546 - Foundations of Secondary Education (3 credits)

EDSP 692 - Foundations and Services for Exceptional Learners (3 credits)

EDIT 604 – Teaching with Technology (3 credits)

***Teaching Concentration*** (15 Credit hours)

Complete the following courses:

EDSC 580 - Internship Seminar (3 credits)

EDSC 590 - Internship (9 credits)

(Choose One) Methodology course in the content area of concentration:

EDSC 547 - Principles and Methods of Teaching English (3 credits)

EDSC 549 - Principles and Methods of Teaching Social Studies (3 credits)

EDSC 552 - Principles and Methods of Teaching Mathematics (3 credits)

EDSC 553 - Principles and Methods of Teaching Science (3 credits)