

**Winthrop University**  
**Graduate Council Minutes**  
Friday, April 17, 2009  
208 Thurmond  
**2:00 PM**

The following members were present: Kelly Richardson, Chair, Cara Peters, Don Rogers, Kristi Westover, Wanda Briggs, Gale Teaster-Woods and students Lauren Frisoli and Stephanie Myers Koska. Marshall Jones and Antje Mays were absent. Mark Dewalt, Gina Jones, Margaret Williamson and Laurie Carpenter were also present.

1. **Council approved the minutes of February 27, 2009 meeting**
2. **Council approved the following Curriculum Proposals:**

**College of Arts and Sciences:**

**ADD: GEOG 610 Medical Geography (3).** This course applies concepts and techniques used in geography to investigate nutrition, health, and well-being. It provides introduction to health-related topics, health outcomes, and health care resources from a geographical perspective. Topics include diffusion of disease, human modification of environment and health, inequalities in health outcomes and health care resources, and methods for spatial epidemiology and analysis. Prerequisite(s): Graduate Student Status or permission of instructor.

**College of Business Administration:**

**Modify CSCI 521 CHANGE** Catalog Description **from:** An introduction to the economics, metrics, and management strategies required to plan and successfully execute a large software project. The fundamentals of software engineering, requirements, design and realizations are utilized to focus both software professionals and project managers on process models and practices. **To:** An introduction to the economics, metrics, and management strategies required to plan and successfully execute a large software project. The fundamentals of software engineering, requirements, design and realizations are utilized to focus both software professionals and project managers on process models and practices.  
**CHANGE** Prerequisite(s) **from:** CSCI 207 or 241, QMTH 205. **To:** Graduate standing or CSCI 475.

**College of Education:**

**CSDV 602 CHANGE** Catalog Title **from:** Counseling and Consultation Strategies and In **to:** Counseling Strategies and Interventions; **CHANGE** Catalog Description **from:** A pre-practicum that introduces the application of basic counseling and consultation strategies and interventions with diverse populations. **To:** A pre-practicum that introduces the application of basic counseling strategies and interventions with diverse populations.

**ELEM 636 CHANGE:** Catalog Title **from:** Problems in the Teaching of Mathematics (3). **To:** Mathematics in the Elementary School (3). **CHANGE** Catalog Description **from:** A study of the problems in teaching mathematics in the elementary school. Attention will be given to emergency programs and procedures in elementary mathematics. **To:** A study of teaching mathematics in the elementary school. Attention will be given to contemporary, reform-based strategies in teaching elementary mathematics. **CHANGE** prerequisites **from:** ELEM 436 or permission of instructor. **To:** Graduate status or permission of instructor.

**ADD: PHED 612 Movement Concepts and Skill Themes (3-3-2).** This course will allow students to apply movement concepts to human movement and to explore the interaction of these concepts with skill themes. Emphasis will be placed on using movement concepts to analyze both skilled and unskilled movement, differentiate among stages of learning for various skill themes, and to apply movement concepts and skill themes to plan and implement developmentally appropriate instruction. A two hour teaching laboratory is required as part of the course along with a demonstration of physical competency in the fundamental movement skills.

**ADD: PHED 621 Skill and Fitness Based Competency (3)** . This course is designed to assist teacher candidates in achieving competence in motor skill performance for a variety of physical activities and movement patterns. In addition, teacher candidates are taught how to achieve and maintain a health-enhancing level of fitness and must demonstrate competency in this area as well.

**ADD: SPED 515 Consultation and Collaboration in Special and General Education (3).** This course focuses on effective collaboration and consultation skills required to enable candidates to address the diverse needs of individuals with disabilities across settings.

**Modify: MEd in Counseling and Development Agency from:  
Med CSDV AGCY**

<b>MEd CSDV Community Counseling Required Core Courses:</b>	<b>Semester Hours 27</b>
CSDV 600 Introduction to the Counseling Profession	3
CSDV 601 Fundamentals of Counseling	3
CSDV 602 Counseling & Consultation Strategies and Interventions	3
CSDV 603 Career and Lifestyle Development	3
CSDV 605 Social and Cultural Issues	3
CSDV 606 Group Counseling	3
CSDV 614 Lifespan Developmental Counseling	3
CSDV 607 Appraisal of the Individual	3
EDUC 640 Educational Research, Design and Analysis	3
<b>Specialized Studies:</b>	<b>9</b>
CSDV 604 Orientation to Community Counseling	3
CSDV 608 Counseling & Advocacy for Loss, Crisis, and Life Transition	3
CSDV 621 Diagnosis & Treatment Planning in Counseling	3
<b>Professional Clinical Experiences:</b>	<b>9</b>
CSDV 610 Practicum	3
CSDV 611 Counseling Internship I	3
CSDV 612 Counseling Internship II	3

**Electives:**

500-600 level approved electives 3

## Recommended Electives:

CSDV 617 Marital, Couple, and Family Counseling

CSDV 618 Addictions Counseling

CSDV 620 Clinical Psychopathology in Counseling

CSDV 622 Counseling Children &amp; Adolescents

**Total Semester Hours****48****TO:****Med CSDV AGCY****MEd CSDV****Community Counseling****Required Core Courses:****Semester****Hours****27**

CSDV 600 Introduction to the Counseling Profession 3

CSDV 601 Fundamentals of Counseling 3

CSDV 602 Counseling &amp; Consultation Strategies and Interventions 3

CSDV 603 Career and Lifestyle Development 3

CSDV 605 Social and Cultural Issues 3

CSDV 606 Group Counseling 3

CSDV 614 Lifespan Developmental Counseling 3

CSDV 607 Appraisal of the Individual 3

EDUC 640 Educational Research, Design and Analysis 3

**Specialized Studies:****12**

CSDV 604 Orientation to Community Counseling 3

CSDV 608 Counseling & Advocacy for Loss, Crisis, and  
Life Transition 3

CSDV 621 Diagnosis &amp; Treatment Planning in Counseling 3

CSDV 620 Clinical Psychopathology in Counseling 3

**Professional Clinical Experiences:****9**

CSDV 610 Practicum 3

CSDV 611 Counseling Internship I 3

CSDV 612 Counseling Internship II 3

**Electives:**

500-600 level approved electives 3

## Recommended Electives:

CSDV 617 Marital, Couple, and Family Counseling

CSDV 618 Addictions Counseling

CSDV 622 Counseling Children &amp; Adolescents

**Total Semester Hours****4854****Modify MEd in Counseling and Development School  
From:****MEd CSDV SCHL****MEd CSDV****School Counseling****Required Core Courses:****Semester****Hours****27**

CSDV 600 Introduction to the Counseling Profession 3

CSDV 601 Fundamentals of Counseling 3

CSDV 602 Counseling and Consultation Strategies and  
Interventions 3

CSDV 603 Career and Lifestyle Development 3

CSDV 605 Social and Cultural Issues 3

CSDV 606 Group Counseling 3

CSDV 607 Appraisal of the Individual 3

CSDV 614 Lifespan Developmental Counseling 3

EDUC 640 Educational Research, Design and Analysis 3

**Specialized Studies: 9**CSDV 608 Counseling & Advocacy for Loss, Crisis, and  
Life Transition 3CSDV 613 Organization & Administration of Pre -K-12  
Comprehensive School Counseling Pgms. 3

CSDV 622 Counseling Children &amp; Adolescents 3

**Professional Clinical Experiences: 9**

CSDV 610 Practicum 3

CSDV 611 Counseling Internship I 3

CSDV 612 Counseling Internship II 3

**Electives:**

500-600 level approved electives	3
Recommended Electives	
EDUC 670 Schooling in America	
EDUC 681 Advanced Educational Psychology	
CSDV 615 Comprehensive Developmental School Counseling	
CSDV 617 Marital, Couple, and Family Counseling	
CSDV 618 Addictions Counseling	
CSDV 620 Clinical Psychopathology in Counseling	
CSDV 621 Diagnosis & Treatment Planning in Counseling	

**Total Semester Hours****48****TO:****MEd CSDV SCHL****MEd CSDV****School Counseling****Required Core Courses:****Semester****Hours****27**

CSDV 600 Introduction to the Counseling Profession	3
CSDV 601 Fundamentals of Counseling	3
CSDV 602 Counseling and Consultation Strategies and Interventions	3
CSDV 603 Career and Lifestyle Development	3
CSDV 605 Social and Cultural Issues	3
CSDV 606 Group Counseling	3
CSDV 607 Appraisal of the Individual	3
CSDV 614 Lifespan Developmental Counseling	3
EDUC 640 Educational Research, Design and Analysis	3

**Specialized Studies:****9**

CSDV 608 Counseling & Advocacy for Loss, Crisis, and Life Transition	3
CSDV 613 Organization & Administration of Pre -K-12 Comprehensive School Counseling Pgms.	3
CSDV 622 Counseling Children & Adolescents	3
CSDV 615 Comprehensive Developmental School Counseling	3

**Professional Clinical Experiences:****9**

CSDV 610 Practicum	3
CSDV 611 Counseling Internship I	3
CSDV 612 Counseling Internship II	3

**Electives:**

500-600 level approved electives	3
Recommended Electives	
EDUC 670 Schooling in America	
EDUC 681 Advanced Educational Psychology	
CSDV 617 Marital, Couple, and Family Counseling	
CSDV 618 Addictions Counseling	
CSDV 620 Clinical Psychopathology in Counseling	
CSDV 621 Diagnosis & Treatment Planning in Counseling	

**Total Semester Hours** 4851

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**Modify: MEd in Curriculum and Instruction**  
**From:**

**MED CURI (ECED, ELEM and SCED)**

The Master of Education in Curriculum and Instruction is designed to meet the professional development needs of teachers in contemporary schools. The program has three options (graduate candidates choose one), and is aligned in part with the National Board of Professional Teaching Standards and addresses the critical issue of accountability in educational settings.

Candidates in the MEd in Curriculum and Instruction will have multiple clinical experiences and application is expected throughout the program. Access to a public school classroom is required.

**Admission Requirements.** To be eligible for admission to the Master of Education degree program in Curriculum and Instruction with graduate status, the applicant must submit the following criteria:

1. Copy of current South Carolina State Department of Education Class III Professional Certificate or the equivalent from another state;
2. Official score of 900 or above on the General Test of the Graduate Record Examination (verbal and quantitative portions) or 2.75 undergraduate GPA;
3. Statement of professional goals; and
4. Two letters of recommendation, at least one professional educator who has observed the applicant teach. Letters should reflect work with children and address the applicant's leadership potential.

<b>Required Program</b>	<b>Semester Hours</b>
<b>Professional Core Courses:</b>	
EDUC 640 Educational Research, Design and Analysis	3

EDUC 670	Schooling in American Society	3
EDUC 681	Advanced Educational Psychology	3

**Curriculum and Instruction Core Courses:**

EDCI 635	Using Data to Improve Teaching and Learning	3
EDCI 636	Contemporary Issues and Trends in Curriculum and Instruction	3
SPED 561	Characteristics of Children With Learning Disabilities	
	<b>OR</b>	
SPED 583	Children with Behavioral and Emotional Problems	3
EDUC 650	Teaching and Learning with the Internet	3
	<b>OR</b>	
EDUC 651	Connecting Curriculum and Technology	3
EDCI 637	Capstone: Advanced Field Placement	3
	<b>OR</b>	
EDCI 695	Thesis	3

**Choose One Option: 12**

**Early Childhood Education**

ECED 631	Home-School-Community Collaboration	
ECED 660	Emergent Literacy and the Integrated Curriculum	
ECED 661	Contemporary Issues in Early Care and Education	
ECED 636	Early Childhood Development and Implications for Developmentally Appropriate Practices	
	<b>OR</b>	

**Elementary Education**

ELEM 631	Science in the Elementary School	
ELEM 636	Problems in Teaching Mathematics	
ELEM 641	Social Studies in the Elementary School	
READ 621	Advanced Strategies for Teaching the Integrated English Language Arts	
	<b>OR</b>	

**Secondary Education**

EDCI 611	Curriculum Development and Instructional Strategies	
	500-600 level approved content courses	9
	<b>OR</b>	

**Educational Technology**

EDUC 641	Tools of the Educational Technologist	
EDUC 643	Education Technology Planning and Evaluation	
EDUC 644	Strategies for Effective Application of Assistive Technology to Promote Learning	
EDUC 650	Teaching and Learning with the Internet	
	<b>OR</b>	
EDUC 651	Connecting Curriculum and Technology	

**Total Semester Hours 36**

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**TO:**

**MED CURI (ECED, ELEM, SCED, ED TECH, and Teaching and Learning Specialization)**

The Master of Education in Curriculum and Instruction is designed to meet the professional development needs of teachers in contemporary schools. The program has five options (graduate candidates choose one), and is aligned in part with the National Board of Professional Teaching Standards and addresses the critical issue of accountability in educational settings.

Candidates in the MEd in Curriculum and Instruction will have multiple clinical experiences and application is expected throughout the program. Access to a public school classroom is required.

**Admission Requirements.** To be eligible for admission to the Master of Education degree program in Curriculum and Instruction with graduate status, the applicant must submit the following criteria:

1. Copy of current South Carolina State Department of Education Class III Professional Certificate or the equivalent from another state;
2. Official score of 900 or above on the General Test of the Graduate Record Examination (verbal and quantitative portions) or 2.75 undergraduate GPA;
3. Statement of professional goals; and
4. Two letters of recommendation, at least one professional educator who has observed the applicant teach. Letters should reflect work with children and address the applicant's leadership potential.

<b>Required Program</b>	<b>Semester Hours</b>
<b>Professional Core Courses:</b>	
EDUC 640 Educational Research, Design and Analysis	3
EDUC 670 Schooling in American Society	3
EDUC 681 Advanced Educational Psychology	3
<b>Curriculum and Instruction Core Courses:</b>	
EDCI 635 Using Data to Improve Teaching and Learning	3
EDCI 636 Contemporary Issues and Trends in Curriculum and Instruction	3
SPED 561 Characteristics of Children With Learning Disabilities	
<b>OR</b>	
SPED 583 Children with Behavioral and Emotional Problems	3
EDUC 651 Connecting Curriculum and Technology	3
EDCI 637 Capstone: Advanced Field Placement	3
<b>OR</b>	
EDCI 695 Thesis	3



<b>Choose One Option:</b>	<b>12</b>
<b>Early Childhood Education</b>	
ECED 631 Home-School-Community Collaboration	
ECED 660 Emergent Literacy and the Integrated Curriculum	
ECED 661 Contemporary Issues in Early Care and Education	
ECED 636 Early Childhood Development and Implications for Developmentally Appropriate Practices	
<b>OR</b>	
<b>Elementary Education</b>	
ELEM 631 Science in the Elementary School	
ELEM 636 Mathematics in the Elementary School	
ELEM 641 Social Studies in the Elementary School	
READ 621 Advanced Strategies for Teaching the Integrated English Language Arts	
<b>OR</b>	
<b>Secondary Education</b>	
READ 645 Content Area Reading	3
500-600 level approved content courses	9
<b>OR</b>	
<b>Educational Technology</b>	
EDUC 641 Tools of the Educational Technologist	
EDUC 643 Education Technology Planning and Evaluation	
EDUC 644 Strategies for Effective Application of Assistive Technology to Promote Learning	
EDUC 650 Teaching and Learning with the Internet	
<b>OR</b>	
<b>Teaching and Learning Specialization</b>	
500-600 level approved courses	12
(Must meet NBPTS Core Propositions 2 and 3)	
<b>Total Semester Hours</b>	<b>36</b>

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**College of Visual and Performing Arts:**

**Add: ARTH 580 Special Topics in Art History (3).** Extends individual opportunities for study of Art History beyond existing departmental curriculum limits. Prerequisite(s): Permission of instructor.

3. **Reports:**  
Margaret Williamson gave the Dean's report on Graduate School activities.  
Cara Peters reported on Faculty Governance activities.
4. **Old Business:** There was no old business.
5. **New Business:**

Dean Murnane shared information about the refinement of admission dates. She also asked the Council to consider a policy for transfer of credit work for a second Master's degree, and she asked for volunteers for the development of a Mission Statement. The Council will take up each of these two final issues in the Fall.

Kristi Westover (who is also GFA Chair) shared the response from the Rules Committee in regards to the new proposed bylaws for the Faculty Manual. The Council went through the recommendations and responded to each by either accepting the suggestion or explaining why it did not accept the recommendation.

The Council elected Gale Teaster as its Chair for the 2009-2010 academic year.

**6. The Council adjourned at 3:15.**