

Winthrop University
Graduate Council Minutes

November 10, 2006
208 Thurmond
2:00 pm

The following members were present: Annie-Laurie Wheat, Chair, Bill Grigsby, Marshall Jones, Sue Peck, Cara Peters, Kelly Richardson, Jean Silagyi-Rebovich, Laurie Carpenter and, David Rankin. Antje Mays was absent.

1. Council electronically approved the minutes of the April 25th, 2006 meeting.
2. Council approved the following Curriculum Actions:

College of Arts and Sciences

Department of Geography

Add: GEOG 501 Geographical Information Systems

Department of Political Science:

Change: PLSC 551 African-American Political Thought

Prerequisite: **From** GNED 102, or permission of instructor

To: "GNED 102, or AAMS 300, or permission of instructor or graduate status

Department of Sociology:

Change: Prerequisite for SOCL 502

From: SOCL 101 or 201 or permission of instructor.

To: Sociology Majors/Minors or permission of instructor

College of Education:

Department of Reading:

Modify the MEd in Reading:

Change: From: The Master of Education degree in reading is designed to better prepare the certified classroom teacher for literacy instruction. Graduates of this program must meet course requirements for certification as a reading teacher. In addition, graduates will have satisfactory scores on the PRAXIS (The Introduction to the Teaching of Reading Specialty Area Test) examination. Graduate courses are also available to enable the certified teacher to meet certification requirements for reading consultant.

To: The Master of Education degree in reading is designed to better prepare the certified classroom teacher for literacy instruction. Graduates of this program will meet South Carolina course requirements for certification as a reading teacher. In addition, graduates must have satisfactory scores on the appropriate PRAXIS examination to meet certification requirements. Graduate courses are also available to enable the certified teacher to meet South Carolina certification requirements for reading consultant.

Add to Admission Requirements:

5. Complete a writing sample that confirms the literacy skills of the candidate.

Add: During the program, candidates will be required to meet performance measures as specified below:

Entry to READ 671 – Practicum in Diagnosis and Correction of Classroom Reading Difficulties

1. Program of Study filed;
2. 3.00 or higher cumulative GPA;

3. Overall grade of B in all READ courses;
4. Passing score on pre-practicum qualifying examination; and
5. Review of dispositions.

Entry to READ 681 – Organization and Supervision of Reading Program

1. 3.00 or higher cumulative GPA; and
2. Successful completion of both practicum courses (READ 671 and READ 675) with a grade of B or higher.

Exit from Program

1. 3.00 or higher cumulative GPA;
2. Successful completion of 36 hour programs; and
3. Final review of dispositions.

Delete from Required Program:

EDUC 670

Professional Supportive Courses: at least one of these courses must be completed prior to enrollment in READ 671

Specialty Area Studies (must be taken in sequence)

Add: READ 611 to MEd in Reading

Change: Title of READ 621

From: Advanced Strategies for Teaching the Integrated English Language Arts

To: Infusing Mediacy into the Teaching of the Integrated English/Language Arts

Change: Title of READ 623

From: Written Expression in Elementary and Middle Schools

To: Written Expression in Elementary, Middle and Secondary Schools

Change: Catalog Description to: Graduate candidates will review research-based best practices in writing instruction, examine issues in writing instruction and create and interdisciplinary writing unit

Add: READ 651

Add: READ 656

Change: Title of READ 661

From: Methods and Materials for Reading Instruction

To: Theory and Research for Instructional Applications to Teaching Reading

Change: READ 671 Title

From: Diagnosis and Correction of Reading Difficulties in the Classroom

To: Practicum in Diagnosis and Correction of Reading Difficulties in the Classroom

Add: Prerequisites: 645 and EDUC 640

Add: READ 675

Change: Prerequisites for READ 681

From: READ 661, 671, ELEM or SCED 611, and a minimum of one year of teaching experience

To: READ 621, 645, 661, 671, 675, EDUC 640

**Graduate Program Advisor:
Richard Ingram, 803/323-2158**

The Master of Education degree in reading is designed to better prepare the certified classroom teacher for literacy instruction. Graduates of this program must meet course requirements for certification as a reading teacher. In addition, graduates will have satisfactory scores on the PRAXIS (The Introduction to the Teaching of Reading Specialty Area Test) examination. Graduate courses are also available to enable the certified teacher to meet certification requirements for reading consultant.

Admission Requirements. Applicants requesting admission to the Master of Education degree program in reading must:

1. Have completed a course in the teaching of reading;
2. Submit a verified copy of a current South Carolina Department of Education Class III Certificate or the equivalent from another state;
3. Document one year of successful teaching experience. Applicants who have not taught are placed for 30 hours of observation and/or participation in a classroom or in a variety of instructional settings.
4. Have an undergraduate grade point ratio of 2.75 on a 4.00 scale OR a combined score of 900 (verbal and quantitative) on the GRE.
5. Successfully complete a reading-specific writing sample.

Required Program	Semester Hours
-------------------------	-----------------------

Professional Studies

EDUC 640 Educational Research, Design and Analysis	3
EDUC 670 Schooling in American Society	3

EDUC 681 Advanced Educational Psychology	3
---	---

Professional Supportive Courses:(at least one of these courses must be completed prior to enrollment in READ 671.)

READ 621 Advanced Strategies for Teaching the Integrated English Language Arts	3
READ 645 Teaching Content Area Reading	3

Specialty Area Studies (must be taken in sequence):

READ 661 Methods and Materials for Reading Instruction	3
READ 671 Diagnosis and Correction of Reading Difficulties in the Classroom	3
READ 691 Practicum in the Teaching of Reading	3
READ 681 Organization and Supervision of Reading Programs	3

Select one from the following:	3
READ 510 Literature for Children	

READ 611 Issues in Teaching Literature for
Children and Young Adults

Directed Electives (6 hours)*

Candidates are encouraged to choose
electives from the following: EDCI 600
or EDCI 611, SPED 561, SPED 583,
SPED 626, SPED 663, READ 561 or
READ 571, READ 541, READ 623,
EDUC 650.

Total Semester Hours

36

Directed Electives must be planned with the approval of the candidate's advisor.

2008-2010

MEd READ

The Master of Education degree in reading is designed to better prepare the certified classroom teacher for literacy instruction. Graduates of this program will meet South Carolina course requirements for certification as a reading teacher. In addition, graduates must have satisfactory scores on the appropriate PRAXIS examination to meet certification requirements. Graduate courses are also available to enable the certified teacher to meet South Carolina certification requirements for reading consultant.

Admission Requirements. Applicants requesting admission to the Master of Education degree program in reading must:

1. Have completed a course in the teaching of reading;
2. Submit a verified copy of a current South Carolina State Department of Education Class III Certificate or the equivalent from another state;
3. Document one year of successful teaching experience. Applicants who have not taught are placed for 30 hours of observation and/or participation in a classroom or in a variety of instructional settings.
4. Have an undergraduate grade-point-ratio of 2.75 on a 4.00 scale OR a combined score of 900 (verbal and quantitative) on the GRE.
5. Complete a writing sample that confirms the literacy skills of the candidate.

Candidates will be required to meet performance measures as specified below:

Entry to READ 671 – Practicum in Diagnosis and Correction of Classroom Reading Difficulties

6. Program of Study filed;
7. 3.00 or higher cumulative GPA;
8. Overall grade of B in all READ courses;
9. Passing score on pre-practicum qualifying examination; and
10. Review of dispositions.

Entry to READ 681 – Organization and Supervision of Reading Program

3. 3.00 or higher cumulative GPA; and
4. Successful completion of both practicum courses (READ 671 and READ 675) with a grade of B or higher.

Exit from Program

4. 3.00 or higher cumulative GPA;
5. Successful completion of 36 hour programs; and
6. Final review of dispositions.

Required Program	Semester Hours
Professional Studies	
EDUC 640 Educational Research, Design and Analysis	3
EDUC 681 Advanced Educational Psychology	3

READ Specialty Area Studies

Supportive Courses:

READ 611 Issues in Teaching Literature for Children and Young Adults	3	
READ 623 Written Expression in Elementary, Middle and Secondary Schools	3	
READ 651 Teaching Reading and Writing to Learners with Limited English Proficiency		3
READ 656 Principles and Strategies for Assessing and Teaching P-12 English Language Learners	3	

READ Core Courses:

READ 621 Infusing Technology into the Teaching of the Integrated English/Language Arts	3	
READ 645 Teaching Content Area Reading		3
The following courses must be taken in sequence		
READ 661 Theory and Research Base for Instructional Applications to Teaching Reading	3	
READ 671 Practicum in Diagnosis and Correction of Reading Difficulties in the Classroom	3	
READ 675 Advanced Practicum in the Teaching of Reading	3	
READ 681 Organization and Supervision of Reading Programs	3	
TOTAL SEMESTER HOURS	36.	

Department of Educational Leadership:

Change: Prerequisites for EDLD 621

From: Complete core courses in EDLD 601, 602, 603 and 611.

To: Prerequisite courses vary depending on the start date of the cohort. At least 9 hours EDLD Specialty Courses are required prior to the beginning of EDLD 621 (Internship One)

Change: Grading for EDLD 621

From: A grade of S or U is recorded.

To: A grade of A,B,C or F will be recorded for this Internship

Change: Prerequisites for EDLD 622

From: Complete core courses and EDLD 601, 602, 603 and 611.

To: Prerequisite courses vary depending on the start date of the cohort. At least 9 hours EDLD Specialty Courses are required prior to the beginning of EDLD 621 (Internship One) Successful completion of EDLD 621.

Change: Grading for EDLD 622

From: A grade of S or U is recorded.

To: A grade of A,B,C or F is recorded.

Change: Prerequisites for EDLD 623

From: Complete core courses and EDLD 601, 602, 603 and 611.

To: Prerequisite courses vary depending on the start date of the cohort. At least 9 hours EDLD Specialty Courses are required prior to the beginning of EDLD 621 (Internship One). Successful completion of EDLD 621 and EDLD 622.

Change: Grading for EDLD 623

From: A grade of S or U is recorded.

To: A grade of A,B,C, or F is recorded.

Department of Curriculum and Instruction:

Add: FACS 501 Prerequisite: Restricted to Family and Consumer Sciences majors.

Modify: MEd in Curriculum and Instruction

Delete from Required Program: SPED 681

Add: after Secondary Education: **OR**

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

OR

EDUC 651 Connecting Curriculum and Technology

2006-2008 Graduate Catalog

**Master of Education in
Curriculum and Instruction
Graduate Program Advisor:
Sue Peck, 803/323-2158**

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 and graduate candidates choose one: elementary education, early childhood education or secondary

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

Candidates will be required to meet performance measures as specified below:

Midpoint Assessment (18 hours)

1. Program of Study filed,
2. 3.0 or higher cumulative GPA,
3. EDCI 635 data project satisfactorily completed; and
4. Review of dispositions.

Entry to Capstone (30 hours)

1. 3.0 or higher cumulative GPA,
2. EDCI 636 research synthesis satisfactorily completed; and
3. Review of dispositions.

Exit from the Program (36 hours)

1. 3.0 or higher cumulative GPA and
2. EDCI 637 (or 695) satisfactorily completed.

Required Program	Semester Hours
Professional Core Courses:	
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 681	Educational Implications for the Exceptional Individual	3
EDUC 650	Teaching and Learning with the Internet	3
	OR	
EDUC 651	Connecting Curriculum and Technology	3
EDCI 637	Capstone: Advanced Field Placement	3
	OR	
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	
	OR	
	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	
	OR	
	Secondary Education	
EDCI 611	Curriculum Development and Instructional Strategies	
	500-600 level approved content courses	9
Total Semester Hours		36

2008-2010 Graduate Catalog

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:

6. **Experience;** Evidence of two years successful teaching
7. **Professional Certificate;** Copy of current South Carolina State Department of Education Class III Professional Certificate or the equivalent from another state;
8. **Test Score;** Official score of 900 or above on the General Test of the Graduate Record Examination (verbal and quantitative portions) or 2.75 undergraduate GPA;
9. **Statement of professional goals;** and
10. **Letters of recommendation;** Two letters of recommendation, one from principal (or other instructional supervisor) and at least one professional educator who has observed the applicant teach. Letters should reflect work with children and address the applicant's leadership potential.

Required Program	Semester Hours
Professional Core Courses:	
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 OR	
SPED 583 Children with Behavioral and Emotional Problems	3
EDUC 650 Teaching and Learning with the Internet OR	3
EDUC 651 Connecting Curriculum and Technology	3
EDCI 637 Capstone: Advanced Field Placement OR	3
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
OR

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
OR

Secondary Education

EDCI 611 Curriculum Development and
Instructional Strategies
500-600 level approved content
courses 9

OR

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
OR
EDUC 651 Connecting Curriculum and Technology

Total Semester Hours 36

3. The Council approved the following Graduate Faculty Nominations:
Matthew Manwarren
Michael Aradas
4. Discussion of plus/minus grading system
5. Reports
Update on Committee on Graduate Studies (Chaired by Boyd and Weikle) (Dave Rankin)
6. New Business