

GRADUATE COUNCIL
Winthrop University
Tuesday, April 14, 2026
Thurmond Hall 212 – 11:00 AM

Attendees	<i>Charles Randle, Alice Burmeister, Tracy Patterson, Alice McNeil, Justice Odjeawo, Jennifer Dixon-McKnight, Melissa McCartney, Greg Oakes, Lisa Harris, Sherry Hoyle, Gina Jones, Cody Walters, Kelly Richardson, and Gabby Jacobsen</i>
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Members present:

- I. Call to Order *at 11:02*
- II. Approval of minutes March 10, 2026.
 - **Included in email**
Motion to approve: Alice Burmeister (AB). Second: Sherry Hoyle (SH). Approved by acclimation.
- III. Report from the Graduate School Dean, Melissa McCartney
Enrollment:
Summer 2025 at this time was 4 – summer 2026 is currently 18, however registration had only just opened at the time of this report – this number isn't concerning.
Fall 2025 admits at this time were 96 and currently are already at 114 – one of the most exciting aspects is the spread of students over many programs.

Just finished Grad Student Appreciation Week
Had the highest social media engagement, highest turnouts at career services and headshots.
Considering changing or moving some events next year – possibly having the movie night outside of this week and have the students vote on what they'd like to see.
3MGS is under debate – this year had the most student participation, but only from a small number of programs – audience attendance was also down – how do we get more involvement?
- IV. Curriculum Action

Program Changes GC votes GFA may or may not vote	
Program	Overview of Changes
EdS in Counseling (New Program: 30 credits) GC votes: yes GFA votes: yes	Substantive changes to the Counseling and Development program involve moving from a single 60-credit MEd to a dual-degree model. This new program focuses on the 30 credits required for the Educational Specialist degree.
MEd in Counseling - Clinical Mental Health (Reduced: From 60 to 33 credits.) GC votes: yes GFA votes: yes	This program is being modified to fit the new dual-degree model. The current 60-credit MEd is being reduced, with the remaining credits moved to the new EdS program.

Program Changes GC votes GFA may or may not vote	
Program	Overview of Changes
MEd in Counseling - School Counseling (Reduced: From 60 to 33 credits.) GC votes: yes GFA votes: yes	Similar to the Clinical Mental Health track, this modification reduces the MEd portion of the program to 33 credits to align with the new dual MEd/EdS structure.
MLA in Liberal Arts - Criminology & Criminal Justice (New Concentration: 31-32 total hours.) GC votes: yes GFA votes: yes	A new concentration is being added to the Master of Liberal Arts program to increase enrollment in the humanities. It provides focused study on the criminal justice system within a social sciences context.
MLA in Liberal Arts - Political & Civic Engagement (No Change in credit hours: Remains 30 total hours.) GC votes: yes GFA votes: no	The change involves combining the capstone courses of the English MA and MLA programs. This consolidation is intended to create a more interdisciplinary context and increase resource efficiency.
MLA in Liberal Arts (No Change in credit hours: Remains 30 total hours.) GC votes: yes GFA votes: no	This change merges the English MA and MLA capstone courses to foster an interdisciplinary environment for students' professional preparation while improving resource efficiency.
<i>MLA in Liberal Arts - Criminology & Criminal Justice must go to CHE and per Tim Druke, via Gina Jones (GJ), it hasn't been submitted yet – fall 2027 would have to be the start. All the Counseling changes also must go to CHE – would also be looking at fall 2027 start. MLA notes spring 2026, but changes would go into effect in fall 2026. GJ will make these date changes within the submissions.</i>	
<i>Motion to approve: SH. Second: Kelly Richardson (KR). Approved by acclimation.</i>	

600 – 800 Level Course(s) GC Does not vote GFA Does not vote	
Course	Overview of Changes
NEW COURSES	
LART694 Grad Studio in Liberal Arts	A new course created to combine capstone requirements with the English MA program, promoting resource efficiency and interdisciplinary engagement.
CSDV707 Appraisal of the Individual	This course is being moved from the 600 level to the 700 level to fit the new EdS program requirements and meet CACREP licensure standards.

600 – 800 Level Course(s) GC Does not vote GFA Does not vote	
Course	Overview of Changes
CSDV711 Counseling Internship I	The course number is changing from 611 to 711 to move the requirement from the MEd level to the EdS level under the new 33/30-credit degree model.
CSDV712 Counseling Internship II	The course number is changing from 612 to 712 to transition the requirement from the MEd to the EdS level in alignment with the new dual-degree structure.
CSDV715 Program Planning and Consult	The course is moving from the 600 level to the 700 level as part of the new EdS program model to meet accreditation and licensure requirements.
CSDV719 Counseling Supervision	This course is transitioning from the 600 level to the 700 level to support the new EdS program structure for students in both counseling concentrations.
CSDV723 Adv Counseling Interventions	This course is being moved from the 600 level to the 700 level to align with the new EdS program requirements and CACREP standards.
COURSE MODIFICATIONS	
CSDV604 Foundations, ethics, legal	This course combines the ethics and legal issues content for both school and clinical counseling into one course, supporting the new combined MEd/EdS degree model
CSDV608 Trauma, Loss, Grief, & Crisis	The title was changed to include "trauma" to accurately reflect the course content and align with professional accreditation standards.

500-Level Course(s) GC Votes GFA Does not vote		
Course	Overview of Changes	Graduate/Undergraduate Differences
NEW COURSES		
EDCI596 Adv Curr Prac GT & Tal Stu	This is a new course created for the intermediate Gifted and Talented endorsement, replacing an outdated course (EDUC 554) that was never taught.	Graduate students are required to complete application assignments for each module that are more in-depth regarding research and real-world application.
EDCI597 Iden, Curr Tr & Iss in GT Ed	This new course for the intermediate Gifted and Talented endorsement replaces an older course (EDUC 555) that required extensive changes.	Graduate students are required to complete application assignments for each module that are more in-depth regarding research and real-world application.
PLSC540 Comparative Constitutional Law	This action establishes a popular and effective special topics course as a permanent offering to support curriculum goals.	no requirement specified
SOCL535 Advanced Criminology Theories	This course was created to provide undergraduates with a deeper theory course and to serve as a core requirement for the new MLA concentration in Criminology and Criminal Justice.	Term papers for graduate students require greater length, more references, and the application of additional theories compared to undergraduate work.
COURSE MODIFICATIONS		
EDCI560 Teach and Assess Math PK-6	The course restriction is expanding to include graduate students not yet admitted to Teacher Education to prevent registration delays and support their timely matriculation.	Graduate students must prepare a research project exploring current instructional strategies or practices in P–12 classrooms.
EDCI561 Teach & Assess Science in PK-6	Restrictions are being expanded to include graduate MAT students who have not yet been admitted to Teacher Education so they can register according to their program sequence.	Graduate students must prepare a research project exploring current instructional strategies or practices in P–12 classrooms.
EDCI562 Teach & Assess Soc Stu in PK-6	The restriction is being expanded to include graduate students not yet admitted to Teacher Education to avoid registration delays and support continued matriculation.	Students must conduct research in their school sites to individually complete a Community Collaboration project.
EDCI595 Intro to Curr & Instr for Gift	The EDCI 594 prerequisite is being removed to increase flexibility, allowing both courses to be offered and taken simultaneously.	Graduate students are required to complete application assignments for each module that are more in-depth regarding research and real-world application.
MGMT522 Growing and Developing Talent	Prerequisites were updated to include "or HXCT 301" for transfer students.	additional assignments required for graduate students (specific nature not documented)
MGMT529 International Management	Prerequisites were updated to include "or HXCT 301" for transfer students.	no requirement specified

500-Level Course(s)
GC Votes
GFA Does not vote

Course	Overview of Changes	Graduate/Undergraduate Differences
MGMT575 Business Ethics	Prerequisites were updated to include "or HXCT 301" for transfer students	no requirement specified
MGMT583 Log & Dist Des, Impl, & Ana	The prerequisite was updated to reflect the renaming of QMTH 205 to BSAN 205, reducing the need for student overrides.	Graduate students must complete a specific supply chain data analytics project as designated by the instructor to receive graduate credit.
MLAN591M Prin Teaching Mod Lang-Mechani	Prerequisites were clarified and updated based on a specific request from the College of Education to improve registration transparency.	Graduate students are required to prepare a practice edTPA portfolio.
MLAN591S Prin Teaching Modern Lang-Skil	Prerequisites were clarified and updated based on a specific request from the College of Education to improve registration transparency.	Graduate students are required to prepare a practice edTPA portfolio.
MLED510 Dev Aspects/Mid Level Learner	Prerequisite requirements were revised to require junior or graduate status to ensure students have the appropriate level of academic preparation.	Graduate students must complete a 10–12 page Young Adolescent Advocacy Project based on course research and best practices, which must include an annotated bibliography of instructional materials.
MLED530 Strat & Assmt for Middle Level	The course restriction was expanded to include graduate students not yet admitted to Teacher Education to prevent sequence-related registration delays.	Graduate requirements include a self-reflection that incorporates research-based evidence of teaching practice.
READ570 Instr Methods and Assess I	Course restrictions were expanded to include graduate students not yet admitted to Teacher Education to support their continued matriculation.	Graduate students must engage in reading-related research and collaborate with a classroom teacher to apply assessment data to instructional decisions.
READ580 Instr Methods and Assess II	Course restrictions were expanded to include graduate students not yet admitted to Teacher Education to support their continued matriculation.	Graduate students must complete an in-depth instructional unit including supporting assessments, a case study, and a reflection.
SPED580 Mathematics Interventions	The prerequisite was changed to graduate status or chair approval to reduce inappropriate enrollment and the need for registration overrides.	Graduate students are required to develop a research-to-practice lesson plan that demonstrates a higher degree of research application than common assignments.
WRIT501 Digital Authorship Practices	The course title was changed from outdated terminology to "Digital Authorship Practices" to better attract students and improve recognition by employers and graduate schools .	Graduate students must lead substantive discussions, conduct a review of secondary scholarship, and complete assignments demonstrating graduate-level rigor, such as extended essays, reviews, or annotated bibliographies.

500-Level Course(s) GC Votes GFA Does not vote		
Course	Overview of Changes	Graduate/Undergraduate Differences
COURSE INACTIVATION		
EDUC554 Adv Curriculum Gifted Lrnrs	This eight-year-old course is being inactivated to clean up the catalog because it was never taught and is being replaced by an updated version.	
EDUC555 Identific & Trends in Gifted E	This course is being inactivated because it is eight years old and was only taught once; it is replaced by a newly created version to update the catalog.	
<i>PLSC540 – Greg Oakes will ask the faculty to provide Graduate/Undergraduate Differences</i> <i>MGMT522, 529, 575 – also need Graduate/Undergraduate Differences</i> <i>Voting on all 500-Level courses:</i> <i>Motion to approve: KR. Second: SH. Approved by acclimation.</i>		

V. Old Business

1. Nominees (1) Chair of GFA & (2) GFA Rep to CUC -- Technically 1 CUC nominee

Chair of GFA	O. Jennifer Dixon-McKnight
Chair of GFA	No second nominee
GFA Rep to CUC	Scott Amundsen (Not Eligible, Does not teach in Grad programs, Not part of GFA)
GFA Rep to CUC	Allan Nail

Charles Randle will ask for any other nominations on the floor of the next GFA.

VI. New Business

1. Elect a new chair of GC and a vice chair of GC
Nominee, at least for chair, must have been on the committee for a year.
No names put forth. May result in nominations/voting over the summer via email.

VII. Announcements

Lisa Harris – SACSCOC was on-site for the level change for university – they will make their recommendation and vote at their next meeting in November.
However, the exit interview was good and a positive outcome is anticipated.

VIII. Graduate Petitions (None) – Voting Members Only

IX. Adjournment

Motion: Kelly

Second: Sherry

2025-2026 Meeting Dates

~~September 16, Tuesday, 11:00 am: Tillman 308~~

~~October 31, Friday, 2:00 pm: Zoom (Teams)~~

~~December 9, Tuesday, 11:00 am: Tillman 308 **Thurmond 212**~~

~~January 23, Friday, 2:00 pm: Zoom (Teams)~~

~~March 10, Tuesday, 11:00 am: Tillman 308 **Thurmond 212**~~

~~April 14, Tuesday, 11:00 am: Tillman 308 **Thurmond 212**~~

Graduate Faculty Assembly and Graduate Council Website:

<https://www.winthrop.edu/graduateschool/graduate-faculty-governance.aspx>

CourseDog

<https://app.coursedog.com/#/login>

2025-2026 Committee

Voting Members <i>*The voting members of the Graduate Council also serve as the Graduate Petitions Committee.</i>			Term Expires
Charles Randle, CBT, Chair	randlee@winthrop.edu	Appointed (VPAA)	2026
Jessie Hoffman, CAS, Vice Chair	hoffmanjb@winthrop.edu	Appointed (VPAA)	2026
Kelly Richardson, CAS	richardsonk@winthrop.edu	Elected (CAS)	2028
Alice Burmeister, CVPA	burmeistera@winthrop.edu	Elected (CVPA)	2028
Malayka Klimchak, CBT	klimchakm@winthrop.edu	Elected (CBT)	2027
VACANT	VACANT	Appointed (VPAA)	2027
Sherry Hoyle, CESHs	hoyles@winthrop.edu	Elected (CESHS)	2027
Ex Officio, non-voting, and other invitees			
Cody Walters	waltersw@winthrop.edu	Elected, Library Faculty, Non-voting	2027
Alice McLaine	mclainea@winthrop.edu	Elected, GFA (from CUC), Ex Officio	2026
Melissa McCartney	mccartneym@winthrop.edu	Dean of Graduate Studies, Online Learning, and Extended Education	
Gabby Jacobsen	jacobseng@winthrop.edu	Grad School, Appointed Ex Officio	
Melda Gain	gainm2@mailbox.winthrop.edu	Student, CAS Appt. Ex Officio	
Justice Odjeawo	odjeawoj2@mailbox.winthrop.edu	Student, CBT Appt. Ex Officio	
O. Jennifer Dixon-McKnight	dmcknightoj@winthrop.edu	GFA Chair	
Tim Druke	druket@winthrop.edu	Assistant Provost for Curriculum and Program Support	
Gina Jones	jonesgg@winthrop.edu	Registrar	
Maria D'Agostino	dagostinom@winthrop.edu	Associate Registrar	
Tracy Patterson	patterson@winthrop.edu	Graduate Director, CVPA	
Greg Oakes	oakesm@winthrop.edu	Graduate Director, CAS	
Lisa Harris	harris@winthrop.edu	Graduate Director, CESHs	
Philip Gibson	gibsonp@winthrop.edu	Graduate Director, CBT	
Brantley Therrell	therrellb@winthrop.edu	Graduate Petitions Coordinator	
Adam Glover	glovera@winthrop.edu	Faculty Conference Chair	

Graduate Faculty Assembly Meeting Dates

October 17, Friday, 2:00 pm: ~~Whitton Auditorium, Carroll Hall~~
 December 5, Friday, 2:00 pm: ~~Whitton Auditorium, Carroll Hall~~
 February 27, Friday, 2:00 pm: ~~Kinard Auditorium~~
 April 24, Friday, 2:00 pm: Whitton Auditorium, Carroll Hall