

**GRADUATE COUNCIL MINUTES**  
**Friday, March 30, 2001 -1:00 PM**  
**308 Tillman**

The following members were present: Alan Huston, Chair, Steven Frankforter,, Pedro Munoz, Bill Rogers and John Olvera. David Franklin and Sharon Johnson were also present. Gloria Kelley, Peggy Whiting and Johnny Sanders were absent. Student representatives from the College of Education, Amelia Few was absent. The student representative from the College of Visual and Performing Arts, James Stewart was present.

- I. Council approved the minutes of the December 6 meeting.
  
- II Council approved the following course and curriculum proposals
  - A. College of Arts and Sciences

**Department of Biology**

**Drop:** SCIE 592 (1) Field Experience in Teaching SCIE

**Add:** SCIE 592 (1) Field Experience in Teaching SCIE

**Department of Chemistry**

**Drop:** CHEM 521 (3), Nutritional Biochemistry

**Add:** CHEM 521 (3), Nutritional Biochemistry

**Department of History**

**Add:** SCST 591 (3), Principles of Teaching Social Studies

**Drop:** SCST 592 (1), Field Experience in Teaching SCST

**Add:** SCST 592 (1), Field Experience in Teaching SCST

**Gerontology Program**

Modify gerontology certificate program to change required hours from 18 hours to 15. Total hours for the program will remain 18.

2000-2002 Graduate Catalog

The core content of the program includes current knowledge about the social, psychological and biological changes associated with aging and information concerning programs and services for older people. Students will also be required to take at least one course on aging within and related to their major field of study. Any student currently in good academic standing in the university may be admitted to the program.

The curriculum was created based on standards and guidelines for gerontology programs created by the Association for Gerontology in Higher Education (AGHE). Completion of the requirements for the Certificate in Gerontology will appear on the student's official transcript. Students must maintain a minimum grade point ratio of 2.0 for undergraduate certificate credit.

Core Requirements 18 hours	Semester Hours
GRNT 300 Introduction to Gerontology	3
SCIE/GRNT 301 Biology of Aging	3
PSYC/GRNT 307 Development II: Adulthood	3
<b>OR</b>	
SCWK/GRNT 302 Human Development in Social Systems II	3
SOCL/GRNT 504 Sociology of Aging Integrative Course (gerontology content integrated with student's	
GRNT 440 Special Directed Field Study Practicum	3
Electives	3
SOCL/GRNT 304 Death and Grief as Social Processes	
SOCL 520 Sociology of Health and Illness	
SCWK 516 Social work in Long Term Care	
SCWK 536 Seminar on the Aging Family	
SCWK 539 Family Relationships in Later Life	
EDUC 511 Adult Education	
NUTR 221 Food and Nutrition	
HLTH 500 Contemporary Health Problems	
INDS 241 Housing and Home Planning	
PSYC 510 Behavior Modification	
SPED 552 Nature of Crippling and Special Health Problems	
SPED 553 Clinical Implications of Disability	
SPED 554 Introduction to Rehabilitation and Community Services	
<b>Total Semester Hours</b>	<b>21</b>

### **2002-2004 Graduate Catalog**

The core content of the program includes current knowledge about the social, psychological and biological changes associated with aging and information concerning programs and services for older people.

Any student currently in good academic standing in the university may be admitted to the Bachelor's Certificate Program in gerontology. Students enrolled in the Bachelor's

Continuing Education Certificate Program in Gerontology must meet admission requirements established by the university.

The curriculum is based on standards and guidelines for gerontology programs created by the Association for Gerontology in Higher Education (AGHE). The curriculum consists of 18 hours - 15 required and 3 hours of electives. Completion of the requirements for the Certificate in Gerontology will appear on students' official transcripts. Students must maintain a minimum grade point ration of 2.0 for certificate credit.

Core Requirements 15 hours	Semester Hours
GRNT 300 Introduction to Gerontology	3
SCIE/GRNT 301 Biology of Aging	3
PSYC/GRNT 307 Development II: Adulthood	3
OR	
SCWK/GRNT 302	Human Development in Social Systems II
SOCL/GRNT 504 The Sociology of Aging	3
GRNT 440 Special Directed Field Study Practicum	3
Electives	3
SOCL/GRNT 304	Death and Grief as Social Processes
SOCL 520	Sociology of Health and Illness
SCWK 516	Social Work in Long Term Care
SCWK 536	Seminar on the Aging Family
SCWK 539	Family Relationships in Later Life
EDUC 511	Adult Education
NUTR 221	Food and Nutrition
HLTH 500	Contemporary Health Problems
INDS 241	Housing and Home Planning
PSYC 510	Behavior Modification
SPED 552	Nature of Crippling and Special Health Problems
SPED 553	Clinical Implications of Disability
SPED 554	Introduction to Rehabilitation and Community Services
<b>Total Semester Hours</b>	<b>18</b>

**Department of Mathematics**

**Drop:** MAED 549 (3), Principles of Teaching Mathematics

**Add:** MAED 591 (3), Principles of Teaching Mathematics in Middle and Secondary Schools

**Drop:** MAED 592 (1), Field Experience in Teaching MAED  
**Add:** MAED 592 (1), Field Experience in Teaching MAED

### **Department of Modern Languages**

**Drop:** MLAN 592 (1), Field Experience in Teaching MLAN  
**Add:** MLAN 592 (1), Field Experience in Teaching MLAN

### **Department of Psychology**

**Modify** Specialist in School Psychology Program to increase required hours from 36 to 39 increasing the total program from 72 to 75 hours (36 hours for the MS and 39 hours for the SSP). Effective Fall 2001.

**Drop:** 618 (3) Consultation and indirect Services

**Drop:** 500-600 (3) level approved READ elective

**Drop:** 500-600 (3) level elective

**Add:** PSYC 603 (3) Therapeutic Psychology: Techniques of Counseling and  
Psychotherapy

**Add:** PSYC 609 (3) Psychological Assessment for Intervention II

**Add:** PSYC 651 (3) School Psychology Internship I

**Add:** PSYC 652 (3) School Psychology Internship II

**Modify** Master of Science Degree Program effective Fall 2001

**Drop:** PSYC 509 (3) Learning: Conditioning

**Drop:** PSYC 603 (3) Therapeutic Psychology: Techniques of Counseling and  
Psychology

**Drop:** PSYC 609 (3) Techniques of Psychological Evaluation II

**Drop:** PSYC 651 (3) School Psychology Internship I

**Drop:** PSYC 652 (3) School Psychology Internship II

**Add:** PSYC 508 (3) Learning: Cognition

**Add:** PSYC 618 (3) Consultation and Indirect Services

**Add:** PSYC 500-600 (3) level approved READ elective

**Add:** PSYC 620 (3) School Psychology Traineeship

**Add:** PSYC 621 (3) School Psychology Traineeship

**Change** PSYC 606 (3) Applied Behavior Analysis and Intervention

**To:** PSYC 510 (3) Behavior Analysis and Change  
OR

PSYC 606 Applied Behavior Analysis and Intervention

**Drop:** PSYC 606 (3) Practicum in Applied Behavior Analysis and Intervention

**Add:** PSYC 606 (3) Applied Behavior Analysis and Intervention

**Drop:** PSYC 607 (3) Psychoeducational Interventions in School

**Add:** PSYC 607 (3) Curriculum-Based Assessment and Academic Interventions  
**Drop:** PSYC 608 (3) Techniques of Psychological Evaluation I  
**Add:** PSYC 608 (3) Psychological Assessment for Intervention I  
**Drop:** PSYC 609 (3) Techniques of Psychological Evaluation II  
**Add:** PSYC 609 (3) Psychological Assessment for Intervention II  
**Drop:** PSYC 611 (3) Techniques of Therapeutic Psychology  
**Add:** PYSC 611 (3) Advanced Therapeutic Psychology: Techniques for Mental  
Health Services in the Schools  
**Drop:** PSYC 612 (3) Techniques of Psychological Evaluation III  
**Add:** PSYC 612 Psychological Assessment for Intervention III  
**Drop:** PSYC 620 (3) Practicum in School Psychology  
**Add:** PSYC 620 (3) School Psychology Traineeship I  
**Add:** PSYC 621 (3) School Psychology Traineeship II

#### 2000-2002 Graduate Catalog

**Admission Requirements.** Admission to the program requires completion of the Application for Graduate Admission and the separate school psychology program application form. In addition, the applicant must submit an official copy of the GRE General Test scores (combined verbal and quantitative score of 800 preferred), satisfactory completion of 18 semester hours of prerequisite course work and three letters of recommendation.

All admissions materials should be submitted by February 15 of each academic year. Late applications will be considered as openings exist. Finalists for admission are also expected to participate in a personal interview with the school psychology admissions committee. Admissions are competitive and are normally limited to eight or nine per year.

**Master of Science Degree.** Although an MS degree requires completion of only 36 hours of approved course work, because of scheduling of required field work, this degree is awarded at the end of the fourth semester. (The remaining 9 hours taken during the fourth semester are applied toward the Specialist in School Psychology degree.) An additional MS requirement is the passing of a written comprehensive examination over the entire course of study.

<b>Required Program for the MS</b>		<b>Semester Hours</b>
PSYC 509	Principles of Learning: Conditioning	3
PSYC 515	Health Psychology and Behavioral Medicine	3
PSYC 603	Therapeutic Psychology: Techniques of Counseling and Psychotherapy	3
PSYC 604	Advanced Studies in Human Development	3
PSYC 606	Practicum in Behavior Analysis and Intervention	3
PSYC 607	Psycho educational Interventions in School	3
PSYC 608	Techniques of Psychological Evaluation I	3
PSYC 609	Techniques of Psychological Evaluation II	3
PSYC 615	Seminar in Professional School Psychology	3
PSYC 651	School Psychology Internship I	3
PSYC 652	School Psychology Internship II	3
SPED 681	Educational Implications for the Exceptional Individual	
<b>OR</b>		
PSYC 512	The Exceptional Child	3
<b>Total Semester Hours</b>		<b>36</b>

Note: Registration for GSTC 600, Continuing Graduate Studies, may be required. Check with advisor.

**Specialist in School Psychology Degree.** Upon satisfactory completion of course work, field experience and comprehensive exam requirements, the SSP degree is awarded at the end of the sixth semester, after 72 hours of the training sequence.

The SSP degree requires satisfactory performance on a written comprehensive examination over the course of study required for the degree and on a portfolio of professional products completed in the program.

<b>Required Program for the SSP*</b>		<b>Semester Hours</b>
PSYC 601	Psychopathology of Childhood and Adolescence	3
PSYC 611	Techniques of Therapeutic Psychology	3
PSYC 612	Techniques of Psychological Evaluation III	3
PSYC 613	Advanced Statistics and Data Analysis	3
PSYC 614	Research Methodology and Applications	3

PSYC 618	Consultation and Indirect Service	3
PSYC 625	Advanced Seminar in School Psychology	3
PSYC 653	School Psychology Internship III	3
PSYC 654	School Psychology Internship IV	3
CSDV 605	Social and Cultural Issues	3
	500-600 level approved READ elective	3
	500-600 level electives	3
<b>Total Semester Hours beyond the MS</b>		<b>36</b>

Note: Registration for GSTC 600, Continuing Graduate Studies, may be required. Check with advisor. \*In addition to all work required for the MS.

Certification and accreditation guidelines preclude the availability of additional electives, but many opportunities for individualization of student interest and needs occur within existing courses and field placements.

### **2002-2004 Graduate Catalog**

The Winthrop School Psychology Program is a three-year, full-time graduate training sequence leading to the Specialist in School Psychology (S.S.P.) Degree. Although an interim Master of Science (M.S.) Degree is awarded at the end of the second year, students admitted to the program are expected to complete the full three-year training program.

The Winthrop School Psychology Program is primarily designed to prepare practitioners who are competent to provide a full range of school psychological services including consultation, behavioral intervention, psychoeducational assessment, research, program planning/evaluation and counseling. Students are prepared to work with diverse clients from infancy to young adulthood, including those with low-incidence disabilities, and with families, teachers and others in the schools and community. Opportunities for working under close supervision in rural, suburban and urban settings are afforded students in the program. Although some of our graduates subsequently pursue doctoral studies, the primary purpose of the program is the preparation of well-rounded professionals for work in public schools and related settings.

The three-year, full-time program leading to both the Master of Science (M.S.) and Specialist in School Psychology (S.S.P) degrees utilizes a highly structured, applied, competency-based approach to training. The curriculum is linked to a comprehensive set of objectives that outline knowledge, skills, and dispositions needed by school psychologists in order to respond effectively to the diverse needs of individuals and systems that we ultimately serve. Program emphasis is

placed on psychological and psychoeducational methods whose effectiveness has been demonstrated through behavioral research. A multi-method, multi-source approach to assessment of learning and development helps assure that students attain the competencies needed to be effective school psychologists.

The Winthrop School Psychology Program has been designed to meet national standards of quality and progresses sequentially from foundations courses to methods/practica experiences to a 1,200 hour internship. The training philosophy of the program emphasizes the importance of integrating knowledge and skills under conditions of strong supervision, support and collaboration. Completion of supervised field experience over the last two years of the program provides for closer integration of didactic and experiential components of the curriculum, more immediate application and integration of skills and strong involvement of faculty in this critical stage of training. Low student-to-faculty ratios in all methods/practica courses and weekly sessions with both faculty and credentialed field supervisors during traineeship and internship help to assure the monitoring and support needed for students to become competent professionals. Collaboration and cooperation among students are also encouraged.

The combined M.S./S.S.P. program is fully approved by the National Association of School Psychologists (NASP) and South Carolina Department of Education. Winthrop is also fully accredited by the National Council for Accreditation of Teacher Education (NCATE). Upon the attainment of a satisfactory score on the School Psychology specialty are of the NTE/PRAXIS and the recommendation of the program director, graduates of the program qualify to become Nationally Certified School Psychologists (NCSP) and can attain certification as School Psychologists in South Carolina (Level II) and in the majority of other states.

Employment offers for Winthrop School Psychology graduates typically exceed the number of graduates each year. Over the past ten years, virtually all graduates seeking employment in the field have attained such employment within three months of graduation and many have been offered positions before graduation. Winthrop School Psychology alumni are employed in many states. Their preparation is evaluated very highly by employers. Those who have pursued doctoral studies have also been very successful in gaining admission and in completing their studies.

Immediately upon entering the graduate program, the student should develop, with the assigned advisor, an individual course of study which meets the requirements for the degree and student's objectives.

## Curriculum

The curriculum is organized into four areas: Psychological and Educational Foundations, Psychoeducational Methods, Traineeship and Internship.

**Psychological and Educational Foundations.** Coursework covers the theoretical foundations of the science of human behavior and the foundations of education. Psychological foundation areas include human learning/cognition, human development, child and adolescent psychopathology, and health psychology and behavioral medicine. Educational foundation areas include exceptional children, multicultural issues, reading, and organization and operations of schools. This area also includes the history and foundations of professional school psychology.

**Psychoeducational Methods.** Characterized by a competency-based approach and emphasis on data-based decision making, coursework in this area involves the acquisition and application of professional knowledge and skills needed to function successfully as a school psychologist. Courses cover diverse models and methods of psychoeducational assessment, behavioral assessment and intervention, counseling and mental health services, research and evaluation, and consultation/indirect services to schools and families.

**Traineeship.** In conjunction with psychoeducational methods courses, students complete a two day per week, 450 traineeship in the schools during the second year of the program. This experience includes close supervision by both faculty and field supervisors and includes specific objectives that address school psychology competencies in such areas as assessment, counseling, behavioral assessment and intervention, and consultation.

**Internship.** During the third year, students complete a paid 1200 hour supervised internship, at least 600 hours of which must be in the schools (a limited number of non-school internship settings are available for up to 600 hours of the total experience). Internships in nearby diverse rural, suburban and urban settings allow students to practice and integrate the full range of school psychological services under supervision of credentialed faculty and field supervisors. Students return to the university for faculty supervision and one advanced course taken concurrently with internship each semester.

Interns and trainees are required to acquire malpractice insurance coverage at their own expense.

**Admission Requirements.** Admission to the program requires completion of the Application for Graduate Admission and the separate School Psychology Program Application form. Admissions are normally limited to eight or nine students per year, with study beginning in the fall semester only. Multiple admissions criteria are used, including prior grade point average, GRE General Test scores (minimum combined verbal and quantitative score of 800 preferred), three letters of recommendation, educational experience, work experience and personal qualifications. Despite the fact that admissions to the program are quite competitive (typically about one in four or five applicants is admitted), we apply no absolute cutoff on any one admissions criteria. The admissions decisions are focused on the selection of applicants who we believe have the greatest potential to be successful school psychologist.

Prerequisites to admission are 15 hours of prior undergraduate or graduate coursework in five areas: (1) general psychology; (2) human development (child development or child psychology may be acceptable alternatives); (3) experimental psychology or research methods; (4) psychological measurements (tests and measurements or educational measurements may be acceptable alternatives); and (5) statistics. While the bulk of these prerequisite areas must be completed prior to admission to the program, one or two may be taken after an applicant is admitted. Regardless of when it is taken, however, no prerequisite or remedial coursework may count toward either the M.S. or S.S.P. degree.

All admissions materials should be submitted by February 15 of each academic year. Late applications will be considered as openings exist. Finalists for admission are also expected to participate in a personal interview with the school psychology admissions committee. Admissions are competitive and are normally limited to eight or nine per year.

**Master of Science Degree.** The M.S. requires 36 semester hours of coursework, but the degree is awarded only at the end of the second year. The remaining hours taken during the second year and those taken during the third year, are applied toward the Specialist in School Psychology degree. An additional MS requirement is the passing of a written comprehensive examination over the entire course of study.



PSYC 612	Psychological Assessment for Intervention III	3
PSYC 613	Advanced Statistics and Data Analysis	3
PSYC 614	Research Methods and Applications	3
PSYC 625	Advanced Seminar in School Psychology	3
PSYC 651	School Psychology Internship I	3
PSYC 652	School Psychology Internship II	3
PSYC 653	School Psychology Internship III	3
PSYC 654	School Psychology Internship IV	3
CSDV 605	Social and Cultural Issues	

**Total Semester Hours beyond the MS 39**

Note: Registration for GSTC 600, Continuing Graduate Studies, may be required. Check with advisor.

\*In addition to all work required for the MS.

B. College of Business Administration

**Drop:** BADM 692 (3) Marketing and Operations Management

**Drop:** BADM 693 (6) Industrial Economics and Public Policy

**Drop:** MGMT 661 (3) Information Systems

**Drop:** MGMT 671 (3) Advanced Business Communications

**Add:** ACCT 601 (3) Introduction to Accounting

**Add:** ECON 693 (3) Industrial Economics and Public Policy

**Add:** MKTG 653 (3) Marketing Management

**Add:** MGMT 661 (3) Information Systems

**Add:** MGMT 662 (3) Operations Management

**Add:** MGMT 671 (3) Advanced Business Communication

**Changes in the MBA Program effective Fall 2001**

2000-2002 Graduate Catalog

**Admission Requirements.** The applicant for admission to the MBA program must show high promise of success in post-graduate business study as measured by undergraduate grades, scores on the Graduate Management Admissions Test (GMAT) and other relevant criteria. An applicant whose baccalaureate degree is from an international institution must present a score of at least 400 on the GMAT. An applicant whose native language is not English must present a score of at least 550 on the TOEFL.

Students desiring to participate in the MBA program who do not have a bachelors degree in business administration from an AACSB accredited college or university, or who have not had appropriate undergraduate training in business administration or economics may be required to complete certain prerequisite courses including the following:

ACCT 280 Accounting I  
 ECON 609 Survey of Economic Principles  
 FINC 311 Principles of Finance  
 MGMT 321 Principles of Management  
 MGMT 355 Business Communication  
 MKTG 380 Principles of Marketing  
 QMTH 205 Applied Statistics I

<b>Required Program</b>		<b>Semester Hours</b>
Phase I:		
ACCT 654	Management Accounting	3
FINC 655	Financial Policy Management	3
MGMT 650	Theory and Behavior of Business Organization	3
MGMT 671	Advanced Business Communications	3
QMTH 651	Statistical Methods for Decision Making	3
Phase II:		
MGMT 657	Strategic and International Issues in Management	3
MGMT 661	Information Systems	3
BADM 692	Marketing and Operations Management	6
BADM 693	Industrial Economics and Public Policy	6
500 and 600 level approved electives		6
<b>Total Semester Hours</b>		<b>39</b>

Note: Registration for GSTC 600, Continuing Graduate Studies, may be required. Check with advisor.

## **2002-2004 Graduate Catalog**

**Admission Requirements.** The applicant for admission to the MBA program must show high promise of success in post-graduate business study as measured by undergraduate grades, scores on the Graduate Management Admissions Test (GMAT) and other relevant criteria. An applicant whose baccalaureate degree is from an international institution must present a score of at least 400 on the GMAT. An

applicant whose native language is not English must present a score of at least 550 on the TOEFL.

Students desiring to participate in the MBA program who do not have a bachelors degree in business administration from an AACSB accredited college or university, or who have not had appropriate undergraduate training in business administration or economics may be required to complete certain prerequisite courses including the following:

ACCT 280 & 281, Accounting I & II or ACCT 601, Introduction to Accounting  
 ECON 201 & 202, Microeconomics & Macroeconomic or ECON 609, Survey of Economic Principles  
 FINC 311, Principles of Finance  
 MGMT 321, Principles of Management  
 MKTG 380, Principles of Marketing  
 QMTH 205, Applied Statistics I

\* Students must have a grade of C or better in each of the program prerequisite courses.

<b>Required Program</b>	<b>Semester Hours</b>
Phase I:	
ACCT 654 Management Accounting	3
MGMT 650 Theory and Behavior of Business Organization	3
MGMT 661 Information Systems	3
MGMT 671 Advanced Business Communications	3
QMTH 651 Statistical Methods for Decision Making	3
Phase II:	
ECON 693 Industrial Economics and Public Policy	3
FINC 655 Financial Policy Management	3
MGMT 657 Strategic and International Issues in Management	3
BADM 662 Operations Management	3
BADM 653 Marketing Management	3
500 and 600 level approved electives (3 hours must be 600 level)	9
<b>Total Semester Hours</b>	<b>39</b>

Note: Registration for GSTC 600, Continuing Graduate Studies, may be required. Check with advisor.

\* Students must take MGMT 671, Advanced Business Communication, within the first 12 hours in the MBA program.

\*\* Throughout the MBA program, the faculty and administration are dedicated to providing current and integrated coverage of relevant business concepts and issues.

### C. College of Education

#### **Department of Curriculum and Instruction**

**Add:** SPED 694 (3) Advanced Studies in Special Education

**Changes in MED Special Education Program effective Fall 2001**

2000-2002 Graduate Catalog

**Admission Requirements.** To be eligible for admission to the Master of Education degree program in special education, the applicant must:

1. Submit a verified copy of a current South Carolina State Department of Education Class III Certificate or the equivalent from another state;
2. Submit a verified copy of the Specialty Area test of the NTE/PRAXIS Examination for the current area of certification or the South Carolina Teaching Area Examination; and
3. Pass a writing sample examination administered by faculty members in the special education program. Call the College of Education at 803/323-2151 to schedule an appointment.

<b>Required Program</b>	<b>Semester Hours</b>
Professional Core Courses:	
EDUC 640 Educational Research, Design and Analysis	3
EDUC 670 Schooling in American Society	3
EDUC 681 Advanced Educational Psychology	3
Professional Studies:	
SPED 613 Issues and Trends in Special Education	3
SPED 618 Lifelong Integration	3
SPED 663 Advanced Study of Methods for Teaching Exceptional Students	3
SPED 671 Advanced Educational Assessment in Special Education	3

SPED 695 Thesis	3
600-level electives*	<u>12</u>

**Total Semester Hours** **36**

\*Courses below the 600-level are not acceptable.

Students seeking an endorsement or certification in special education should consult with an advisor.

To be recommended for certification, each student must obtain at least the minimum score required by the South Carolina Department of Education on the appropriate Specialty Area Test of the NTE/PRAXIS Examination.

### 2002-2004 Graduate Catalog

**Admission Requirements.** To be eligible for admission to the Master of Education degree program in special education, the applicant must:

1. Submit a verified copy of a current South Carolina State Department of Education Class III Certificate or the equivalent from another state;
2. Submit a verified copy of the Specialty Area test of the NTE/PRAXIS Examination for the current area of certification or the South Carolina Teaching Area Examination; and
3. Pass a writing sample examination administered by faculty members in the special education program. Call the College of Education at 803/323-2151 to schedule an appointment.

<b>Required Program</b>	<b>Semester Hours</b>
Professional Core Courses:	
EDUC 640 Educational Research, Design and Analysis	3
EDUC 670 Schooling in American Society	3
EDUC 681 Advanced Educational Psychology	3
Professional Studies:	
SPED 613 Issues and Trends in Special Education	3
SPED 618 Lifelong Integration	3
SPED 663 Advanced Study of Methods for Teaching Exceptional Students	3

SPED 671	Advanced Educational Assessment in Special Education	3
SPED 695	Thesis	3
<b>OR</b>		
SPED 694	Advanced Studies in Special Education	
600-level electives*		12
<b>Total Semester Hours</b>		<b>36</b>

\*Courses below the 600-level are not acceptable.

Students seeking an endorsement or certification in special education should consult with an advisor.

To be recommended for certification, each student must obtain at least the minimum score required by the South Carolina Department of Education on the appropriate Specialty Area Test of the NTE/PRAXIS Examination .

**Department of Counseling and Development**

**Add:** CSDV 614 (3) Lifespan Developmental Counseling

**Changes** in MED Counseling and Development Program effective Summer 2001

2000-2002 Graduate Catalog

**Admission Requirements.** The applicant for admission to either Counseling Program must possess a bachelor's degree from an accredited college or university and provide official General Test scores on the Graduate Record Examination (combined verbal and quantitative score of 800 preferred) or Miller Analogies Test scores (score of 40 preferred) to the Graduate Studies Office. Additionally the applicant must submit an Application for Graduate Admission, a separate Counseling and Development Program Student Questionnaire and three letters of recommendation.

Finalists for admission are required to participate in a pre-entrance interview with the Counseling and Development Admissions Committee. Admission to the Counseling and Development Program is competitive.

Students applying for admission to the program must submit their application materials to the Graduate Studies Office by February 1. Pre-entrance admission interviews will be conducted during the month of March. Applicants will receive notification of the Admissions Committee's decision from the Graduate Studies Office by April 15. Students who are admitted to the program will begin their classes in Maymester.

Final admission decisions cannot be made until all application information has been

received and the pre-entrance interview has been successfully completed. Applicants submitting incomplete materials after the above deadlines will not be considered for admission.

The Counseling and Development Program restricts enrollment in its courses to students who have been fully admitted to the program. If space is available, students may take counseling courses to satisfy professional obligations. Non-degree students seeking admission into restricted courses must obtain consent from the Department of Counseling and Leadership.

**Comprehensive Examinations.** Students must successfully pass a written comprehensive examination in the final semester of study. Application for the comprehensive examination is made when the student registers for the counseling internship.

**Endorsement of Students.** Students who successfully complete all their curricular and clinical training requirements for the Master's of Education degree will receive formal endorsement in their area of specialization by the faculty.

Formal endorsement includes recommendation for state and/or national certification in settings consistent with the training provided in their programs. In cases in which a certifying body allows a student to sit for a certification examination, the program faculty shall endorse the student as a candidate for that examination if the student has completed that portion of the program required by that certifying body.

**Certification.** Graduates in the school counseling program can meet requirements for either the South or North Carolina School Counseling Specialty Certificate. Graduates may apply to the National Board of Certified Counselors (NBCC) to take the National Counselor Examination (NCE) prior to graduation from the program.

The School Counseling Program is designed to meet the standards for certification as an elementary and/or secondary counselor established by the South Carolina State Department of Education or the North Carolina Department of Public Instruction. Upon completion of the program and achieving the required score of 550 on the National Teacher Examination PRAXIS Area Test in School Guidance and Counseling, students are eligible to receive certification as an elementary and/or secondary school counselor.

### **MEd CSDV Community Counseling**

### **Semester Hours**

Required Core Courses:

CSDV 600 Professional Orientation Seminar

1

CSDV 601	Fundamentals of Counseling	3
CSDV 602	Pre Practicum Lab	2
CSDV 603	Career and Lifestyle Development	3
CSDV 605	Social and Cultural Issues	3
CSDV 606	Group Counseling	3
CSDV 609	Practicum Seminar	3
CSDV 610	Advanced Practicum	3
CSDV 611	Counseling Internship I	3
CSDV 612	Counseling Internship II	3
PSYC 604	Advanced Studies in Human Development	3
CSDV 607	Appraisal of the Individual	3
EDUC 640	Educational Research, Design and Analysis	3

Environmental Emphasis:

CSDV 604	Orientation to Community Counseling	3
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Specialized Studies:

CSDV 608	Loss and Grief Counseling	3
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Electives:

500-600 level approved electives		9
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**Total Semester Hours** **51**

**MEd CSDV School Counseling**

Required Core Courses:

CSDV 600	Professional Orientation Seminar	1
CSDV 601	Fundamentals of Counseling	3
CSDV 602	Pre Practicum Lab	2
CSDV 603	Career and Lifestyle Development	3
CSDV 605	Social and Cultural Issues	3
CSDV 606	Group Counseling	3
CSDV 609	Practicum Seminar	3
CSDV 610	Advanced Practicum	3
CSDV 611	Counseling Internship I	3
CSDV 612	Counseling Internship II	3
CSDV 607	Appraisal of the Individual	3
PSYC 604	Advanced Studies in Human Development	3

Environmental Emphasis:

CSDV 613	Orientation to Elementary and Secondary School Counseling	3
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Education Foundations/Core:

EDUC 640	Educational Research, Design and Analysis	3
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EDUC 670	Schooling in American Society	3
EDUC 681	Advanced Educational Psychology	3
Electives:		
500-600 level approved electives		6
<b>Total Semester Hours</b>		<b>51</b>

## 2002-2004 Graduate Catalog

**Admission Requirements.** The applicant for admission to either Counseling Program must possess a bachelor's degree from an accredited college or university and provide official General Test scores on the Graduate Record Examination (combined verbal and quantitative score of 800 preferred) or Miller Analogies Test scores (score of 40 preferred) to the Graduate Studies Office. Additionally the applicant must submit an Application for Graduate Admission, a separate Counseling and Development Program Student Questionnaire and three letters of recommendation.

Finalists for admission are required to participate in a pre-entrance interview with the Counseling and Development Admissions Committee. Admission to the Counseling and Development Program is competitive.

Students applying for admission to the program must submit their application materials to the Graduate Studies Office by February 1. Pre-entrance admission interviews will be conducted during the month of March. Applicants will receive notification of the Admissions Committee's decision from the Graduate Studies Office by April 15. Students who are admitted to the program will begin their classes in Maymester.

Final admission decisions cannot be made until all application information has been received and the pre-entrance interview has been successfully completed. Applicants submitting incomplete materials after the above deadlines will not be considered for admission.

The Counseling and Development Program restricts enrollment in its courses to students who have been fully admitted to the program. If space is available, students

may take counseling courses to satisfy professional obligations. Non-degree students seeking admission into restricted courses must obtain consent from the Department of Counseling and Leadership.

**Comprehensive Examinations.** Students must successfully pass a written comprehensive examination in the final semester of study. Application for the comprehensive examination is made when the student registers for the counseling

internship.

**Endorsement of Students.** Students who successfully complete all their curricular and clinical training requirements for the Master's of Education degree will receive formal endorsement in their area of specialization by the faculty.

Formal endorsement includes recommendation for state and/or national certification in settings consistent with the training provided in their programs. In cases in which a certifying body allows a student to sit for a certification examination, the program faculty shall endorse the student as a candidate for that examination if the student has completed that portion of the program required by that certifying body.

**Certification.** Graduates in the school counseling program can meet requirements for either the South or North Carolina School Counseling Specialty Certificate. Graduates may apply to the National Board of Certified Counselors (NBCC) to take the National Counselor Examination (NCE) prior to graduation from the program.

The School Counseling Program is designed to meet the standards for certification as an elementary and/or secondary counselor established by the South Carolina State Department of Education or the North Carolina Department of Public Instruction. Upon completion of the program and achieving the required score of 550 on the National Teacher Examination PRAXIS Area Test in School Guidance and Counseling, students are eligible to receive certification as an elementary and/or secondary school counselor.

<b>MEd CSDV Community Counseling</b>		<b>Semester Hours</b>
Required Core Courses:		
CSDV 600	Professional Orientation Seminar	1
CSDV 601	Fundamentals of Counseling	3
CSDV 602	Pre Practicum Lab	2
CSDV 603	Career and Lifestyle Development	3
CSDV 605	Social and Cultural Issues	3
CSDV 606	Group Counseling	3
CSDV 609	Practicum Seminar	3
CSDV 610	Advanced Practicum	3
CSDV 611	Counseling Internship I	3
CSDV 612	Counseling Internship II	3
CSDV 614	Lifespan Development Counseling	3
CSDV 607	Appraisal of the Individual	3
EDUC 640	Educational Research, Design and Analysis	3
Environmental Emphasis:		
CSDV 604	Orientation to Community Counseling	3
Specialized Studies:		
CSDV 608	Loss and Grief Counseling	3
Electives:		
500-600 level approved electives		9
<b>Total Semester Hours</b>		<b>51</b>

<b>MEd CSDV School Counseling</b>	<b>Semester Hours</b>
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Required Core Courses:		
CSDV 600	Professional Orientation Seminar	1
CSDV 601	Fundamentals of Counseling	3
CSDV 602	Pre Practicum Lab	2
CSDV 603	Career and Lifestyle Development	3
CSDV 605	Social and Cultural Issues	3
CSDV 606	Group Counseling	3
CSDV 609	Practicum Seminar	3
CSDV 610	Advanced Practicum	3

CSDV 611	Counseling Internship I	3
CSDV 612	Counseling Internship II	3
CSDV 607	Appraisal of the Individual	3
CSDV 614	Lifespan Development Counseling	3
Environmental Emphasis:		
CSDV 613	Orientation to Elementary and Secondary School Counseling	3
Education Foundations/Core:		
EDUC 640	Educational Research, Design and Analysis	3
EDUC 670	Schooling in American Society	3
EDUC 681	Advanced Educational Psychology	3
Electives:		
500-600 level approved electives		6
<b>Total Semester Hours</b>		<b>51</b>

III Council approved the following for membership in Graduate Faculty Assembly

A. College of Education

Caroline Everington, Professor of Education, PhD, University of New Mexico

Christine J. Ferguson, Assistant Professor of Education, PhD, University of South Carolina

Susan Green, Associate Professor of Education, PhD, University of South Carolina and PhD, Loyola University of Chicago

Shelly Hamill, Assistant Professor of Education, PhD, Walden University

Linda Hutchinson, Assistant Professor of Curriculum and Instruction, PhD, University of North Carolina at Chapel Hill

David H. Vawter, Assistant Professor of Education, PhD, University of Virginia

B. College of Visual and Performing Arts

Katheriene Kinsey, Assistant Professor of Music, DMA, University of South Carolina

#### IV. Other Business

##### A. Graduate Council approved the following recommendation:

Graduate Scholarships may be awarded to fully admitted degree seeking part-time graduate students.

##### 2000-2002 Graduate Catalog

Winthrop Graduate Scholarships. The recipients are selected on the basis of ability and future promise. Recipients must be fully admitted into a degree program at Winthrop and enrolled full-time (9 hours). Students must be enrolled in a degree program during the semester or semesters for which the award is given. (Future graduate students must have applied for admission to a graduate program in order for their applications to be considered.) These scholarships represent an outright gift from the Winthrop Foundation and do not require any work responsibilities on the part of the student. Applications for these scholarships may be secured from Graduate Studies, 209 Tillman Hall.

##### **2002-2004 Graduate Catalog**

Winthrop Graduate Scholarships. The recipients are selected on the basis of ability and future promise. Recipients must be fully admitted to a degree program at Winthrop. Students must be enrolled in a degree program during the semester or semesters for which the award is given. (Future graduate students must have applied for admission to a graduate program in order for their applications to be considered.) These scholarships represent an outright gift from the Winthrop Foundation and do not require any work responsibilities on the part of the student. Applications for these scholarships may be secured from Graduate Studies, 209 Tillman Hall.

##### B. Graduate Council approved the new Graduate Faculty Assembly Nomination Form. Forms will be distributed during the summer months to deans and graduate directors.

#### V. Announcements

#### VI. Council adjourned at 2:10 pm.

Sharon Johnson, Secretary