

Winthrop University Graduate Council Minutes

September 13, 2002

306 Tillman

2 p. m.

The following members were present: Bill Rogers, Chair, Steve Frankforter, Don Rogers, Gloria Kelly, Laura Dufresne, and Heakyung Lee. Wilhelmenia Rembert, Sharon Johnson, Mark Dewalt, Peggy Hager, Dwight Dimaculangan and Laurie Carpenter were also present. Peggy Whiting and Jordan Cao were absent. Students representative Katherine Hall, College of Education, was present. Student representative from the College of Visual and Performing Arts has yet to be named.

I Council approved the minutes of the April 24 meeting.

II Council tabled the following curriculum actions:

College of Arts and Sciences

Department of Human Nutrition

DROP: GEOG 505, Cultural Ecology, 3 hours

ADD: GEOG 505, Global Environment and Sustainable Development, 3 hours

III Council approved the following curriculum actions:

College of Arts and Sciences

Department of Mathematics

ADD: MATH 550, Special Topics in Mathematics, 3 hours

Department of Modern Languages

CHANGE requirements for the Master of Arts in Teaching in French and Spanish to reflect new admissions requirements:

2002-2004 Graduate Catalog

The Master of Arts in Teaching (MAT) is designed to prepare individuals who are seeking initial certification to be a classroom teacher. Students may pick one of the following areas of certification at the high school level: biology, business/marketing, English, family and consumer sciences, French, mathematics, Spanish, social studies or theatre; or students may one of the following areas for certification in grades K-12: art, dance, music or physical education.

Conceptual Framework

The conceptual framework for the initial graduate licensure program consists of six related concepts. The six concepts are 1) Instruction, 2) Subject Area Content, 3) Learners, 4) Society, 5) Curriculum and 6) Scholarship.

The conceptual framework of Teacher as Education Leader moves those preparing for educational careers through a program committed to self-discovery and pedagogical study. The commitment requires the candidate to search for a deeper understanding of self and others while examining the moral, social and political implications of teaching and learning in a democracy. This search is conducted through a model which includes faculty from the College of Arts and Sciences, the College of Visual and Performing Arts, the College of Business, the College of Education and school professionals working collaboratively with each other and teacher candidates to explore the ever-changing roles and responsibilities of leaders in today's society.

To ensure knowledge of content, MAT teacher candidates are required to achieve the South Carolina passing score in the PRAXIS II Specialty Area Examination prior to the internship semester. In addition, successful graduates must obtain a satisfactory score on the PRAXIS II Principles of Learning and Teaching before earning teacher certification.

The MAT curriculum covers a variety of subjects from professional core courses to courses specific to the student's content area. Acquired competencies emphasized in this program will enable graduates to assume leadership roles in their classrooms, departments and schools.

Admission Requirements. Students who hold a baccalaureate degree from an accredited college or university in the content field where certification is sought or who have completed a baccalaureate degree which includes content area course work equivalent to the undergraduate certification requirements at Winthrop University for certification in the specified content field may enroll in the MAT degree program. Students who do not meet all undergraduate certification requirements will be required to complete additional course work. Admission requirements for graduate degree status include:

1. An Admission Index Score of eight. (The Admission Index Score is derived by a formula-based computation of the student's undergraduate grade-point average (GPA) and a score on the General Test of the Graduate Record Examination (verbal and quantitative sections);
2. Submit an official GRE score of at least 400 on both the verbal and quantitative sections of the exam; and
3. Satisfactory completion of a writing sample as prescribed by the MAT program director.

Master of Arts in Teaching GPR and GRE Score Requirements. A student must score at least 400 on the verbal and 400 on the quantitative portion of the GRE and have a combined score on these portions of the GRE of at least 800. Only when these criteria are met may an applicant use the tables below to determine the Admission Index Score. A student must score at least 8 for admission to the MAT program. The Admission Index Score is a combination of one's derived scores in parts "a" and "b" below.

- a. Use the following table to determine the derived score for the GRE:

GRE Score	Derived Score
1500-1590	9
1400-1490	8
1300-1390	7
1200-1290	6
1100-1190	5
1000-1090	4
900-990	3
850-890	2
800-840	1
Below 800	0

- b. Use the following tables to determine the derived score for the undergraduate GPA. If the undergraduate degree was conferred five or fewer years ago, use the derived score in Table 1. If the undergraduate degree was received more than five years ago, Table 2 should be used.

Table 1		Table 2	
Five years ago or less		More than 5 years	
3.5 or above	9	3.25 or above	9
3.00-3.49	8	2.75-3.24	8
2.85-2.99	7	2.60-2.74	7
2.75-2.84	6	2.50-2.59	6
2.60-2.74	5	2.35-2.49	5
2.40-2.59	4	2.15-2.34	4
2.15-2.39	3	2.10-2.14	3
2.10-2.14	2	2.00-2.09	2
Less than 2.10	0	Less than 2.00	0

The “a” derived score plus the “b” derived score equals the Index Score.

2002-2004 Graduate Catalog (Effective Spring 2003)

The Master of Arts in Teaching (MAT) is designed to prepare individuals who are seeking initial certification to be a classroom teacher. Students may pick one of the following areas of certification at the high school level: biology, business/marketing, English, family and consumer sciences, French, mathematics, Spanish, social studies or theatre; or students may one of the following areas for certification in grades K-12: art, dance, music or physical education.

Conceptual Framework

The conceptual framework for the initial graduate licensure program consists of six related concepts. The six concepts are 1) Instruction, 2) Subject Area Content, 3) Learners, 4) Society, 5) Curriculum and 6) Scholarship.

The conceptual framework of Teacher as Education Leader moves those preparing for educational careers through a program committed to self-discovery and pedagogical study. The commitment requires the candidate to search for a deeper understanding of self and others while examining the moral, social and political implications of teaching and learning in a democracy. This search is conducted through a model which includes faculty from the College of Arts and Sciences, the College of Visual and Performing Arts, the College of Business, the College of Education and school professionals working collaboratively with each other and teacher candidates to explore the ever-changing roles and responsibilities of leaders in today’s society.

To ensure knowledge of content, MAT teacher candidates are required to achieve the South Carolina passing score in the PRAXIS II Specialty Area Examination prior to the internship semester. Candidates for the MAT in French and Spanish must achieve a passing score on the PRAXIS II Specialty Area Examination prior to admission to the program. In addition, successful graduates must obtain a satisfactory score on the PRAXIS II Principles of Learning and Teaching before earning teacher certification.

The MAT curriculum covers a variety of subjects from professional core courses to courses specific to the student’s content area. Acquired competencies emphasized in this program will enable graduates to assume leadership roles in their classrooms, departments and schools.

Admission Requirements. Students who hold a baccalaureate degree from an accredited college or university in the content field where certification is sought or who have completed a baccalaureate degree which includes content area course work equivalent to the undergraduate certification requirements at Winthrop University for certification in the specified content field may enroll in the MAT degree program. Students who do not meet all undergraduate certification requirements will be required to complete additional course work. Admission requirements for graduate degree status include:

1. An Admission Index Score of eight. (The Admission Index Score is derived by a formula-based computation of the student's undergraduate grade-point average (GPA) and a score on the General Test of the Graduate Record Examination (verbal and quantitative sections);
2. Submit an official GRE score of at least 400 on both the verbal and quantitative sections of the exam; and
3. Satisfactory completion of a writing sample as prescribed by the MAT program director.
4. Applicants to the MAT in French and Spanish must submit the South Carolina passing score on the PRAXIS II Specialty Area Examination.

Master of Arts in Teaching GPR and GRE Score Requirements. A student must score at least 400 on the verbal and 400 on the quantitative portion of the GRE and have a combined score on these portions of the GRE of at least 800. Only when these criteria are met may an applicant use the tables below to determine the Admission Index Score. A student must score at least 8 for admission to the MAT program. The Admission Index Score is a combination of one's derived scores in parts "a" and "b" below.

- a. Use the following table to determine the derived score for the GRE:

GRE Score	Derived Score
1500-1590	9
1400-1490	8
1300-1390	7
1200-1290	6
1100-1190	5
1000-1090	4
900-990	3
841-899	2
800-840	1
Below 800	0

b. Use the following tables to determine the derived score for the undergraduate GPA. If the undergraduate degree was conferred five or fewer years ago, use the derived score in Table 1. If the undergraduate degree was received more than five years ago, Table 2 should be used.

Table 1		Table 2	
Five years ago or less		More than 5 years	
3.5 or above	9	3.25 or above	9
3.00-3.49	8	2.75-3.24	8
2.85-2.99	7	2.60-2.74	7
2.75-2.84	6	2.50-2.59	6
2.60-2.74	5	2.35-2.49	5
2.40-2.59	4	2.15-2.34	4
2.15-2.39	3	2.10-2.14	3
2.10-2.14	2	2.00-2.09	2
Less than 2.10	0	Less than 2.00	0

The “a” derived score plus the “b” derived score equals the Index Score.

IV Council approved the following for membership in Graduate Faculty Assembly

College of Arts and Sciences

Dr. Aurora Fiengo-Varn, Assistant Professor, Department of Modern Languages
PhD, University of South Carolina

Dr. Laura Glasscock, Assistant Professor, Department of Biology
PhD, University of North Carolina

Dr. Ameda Manetta, Assistant Professor, Department of Social Work
PhD, Virginia Commonwealth University

Dr. David W. Meeler, Assistant Professor, Department of Philosophy and Religion
PhD, University of California, Santa Barbara

College of Education

Dr. Barbara R. Blackburn, Assistant Professor, Department of Curriculum and Instruction
PhD, University of North Carolina, Greensboro

Dr. Carol V. de Casal, Professor and Chair, Department of Counseling and Leadership
EdD, University of Utah

V Old Business

Suggested changes from last year are still being processed for changes to Thesis Instructions

VI New Business

- A Council approved a recommendation from Laura Dufresne asking that those departments which serve graduate students - particularly Masters students seeking teaching degrees - regularly schedule graduate courses after 4 pm. Council endorsed offering regularly scheduled graduate courses after 4 pm. Dr. Rembert will place this on the Academic Leadership agenda for discussion.
- B Council approved a statement from Dr. Barbara Heinemann, Chair, Modern Languages, concerning Petitions Procedures: "Petitioners must notify the Graduate Petitions Committee and any signatories to the petition packet if academic circumstances or justification as outlined in the petition change. Failure to do so could result in revocation of the petition or degree." The statement will be forwarded the Graduate Faculty Assembly for endorsement.
- C Dwight Dimaculangan led a discussion about funding for Graduate Assistantship stipends and scholarships. Council discussed how to increase stipends for Graduate Assistantships and Scholarships. Council voted drafting a letter of support to increase GA stipends and scholarships. A subcommittee has been established to draft the letter. Graduate Directors will be invited to join the subcommittee.

VII Council adjourned at 3:00 p.m.

Sharon B. Johnson, Secretary

Date