

Winthrop University
Graduate Council Minutes
Friday, April 9, 2010

Members present: Gale Teaster, Kristi Westover, Andy Doyle, Don Rogers, Wanda Briggs, Mel Horton, Jane Thomas. Also in attendance: Jonatha Vare and Laurie Carpenter.

1. **The Council approved the minutes of the February 12, 2010 meeting.**
2. **The following Curriculum Proposals were voted on electronically and approved:**

College of Arts and Sciences:

Add: ANTH 550. Special Topics in Anthropology (3). An in-depth consideration of a specific topic of concern in anthropology. The course may be offered under various topics. It may be repeated for credit under different topics. Prerequisite(s): ANTH201 or permission of the instructor. Notes: Offered on demand.

Add: BIOL 557. Genetic Engineering (4:3). This course is an in-depth study of recombinant DNA techniques and their application in genetic engineering and biotechnology. The class will focus on the progress of current research in these fields. The laboratory aims to develop skills to a broad range of established molecular genetics and genetic engineering methods and applications. Prerequisite(s): BIOL 317.

Modify: BIOL 560. Bioinformatics (3:3:0). Change Prerequisite(s): **from:** BIOL 300 and one of the following BIOL 315, BIOL 555, BIOL 556, or CHEM 523. **To:** BIOL 300 and one of the following: BIOL 315, BIOL 317, BIOL 555, CHEM 523; or graduate status; or by permission of instructor.

Modify: FREN 510. Topics in Language and Literature (3). Change: Catalog Description **from:** The thrust of the course will vary, depending on student interest and faculty expertise. **To:** The focus of this course will vary, depending on student interest and faculty expertise. **Change:** Prerequisite(s): **from:** none **to:** French 401 or 402 or permission of the instructor.

Modify: FREN 513. Change Catalog Title **from:** Drama of the 17th-Century: Corneille, Racine **to:** Drama of the 17th-Century: Corneille, Racine, Molière. **Change:** Catalog Description **from:** none **to:** A study of selected major works of the three major dramatists of the seventeenth century. **Change:** Prerequisite(s): **from:** none **to:** French 401 or 402 or permission of the instructor.

Modify: FREN 517. 18th-Century Literature (3). Change: Prerequisite(s): **from:** FREN 401 and 402. **To:** FREN 401 or 402 or permission of the instructor.

Modify: FREN 523. Modern Novel (3). Change: Prerequisite(s): **from:** FREN 401 and 402. **To:** FREN 401 or 402 or permission of the instructor.

Modify: FREN 550. Medieval French Literature (3). Change: Prerequisite(s): **from:** 18 hours of French or equivalent. **To:** French 401 or 402 or permission of the instructor.

Modify: FREN 560. Writers of the French Renaissance (3). **Change:** Catalog description **from:** An introduction to the major writers of the 16th-century whose texts forged new parameters in French literary expression. **To:** An introduction to the major writers of the 16th-century, whose texts forged new parameters in French literary expression. **Change:** Prerequisite(s): **from:** 18 hours of French or equivalent. **To:** French 401 or 402 or permission of the instructor.

Modify: FREN 590. Contemporary France (3). **Change:** Catalog description **from:** A survey of cultural, historical and intellectual development from the end of World War II to the present. **To:** A survey of cultural, historical and intellectual developments in France from the end of World War II to the present. **Change:** Prerequisite(s): **from:** Offered variable times. **To:** French 401 or 402 or permission of the instructor.

Modify: FREN 593. **Change** Catalog Title **from:** Advanced Oral and Written Communication **to:** Advanced Grammar and Composition. **Change:** Catalog description **from:** A course designed primarily for students who are able to understand, speak and write French but who wish to improve and strengthen these skills while moving toward more natural expression of modern French. **To:** Study of sophisticated and more subtle aspects of French grammar and composition techniques. **Change** Prerequisite(s): **from:** 18 semester hours of French or permission of chair. **To:** French 310 and 410 or permission of the instructor. **Add:** Notes to Catalog: Offered variable times.

Modify: MATH 509. **Change:** Catalog title **from:** Real Analysis I **to:** Real Analysis.

Modify: MATH 545. **Change:** Catalog title **from:** Statistical Theory and Methods II (3). **To:** Statistical Theory and Methods **Change:** Notes **from:** Offered alternate years in spring. **To:** Offered periodically.

Modify: MATH 546. **Change:** Catalog title **from:** Applied Statistics for the Sciences (3). **To:** Applied Statistics for the Sciences. **Change:** Catalog description **from:** Survey of statistical methodology applied to problems from the sciences with emphasis on the area of Health and Human Nutrition. Statistical tests will be reviewed and applied to current issues. **To:** Statistical methods studied in introductory statistics will be extended to the analysis of more complex models/designs. Applications will include examination of data associated with the biological and health sciences. Topics include multiple regression, multinomial experiments, contingency tables, analysis of variance, and nonparametric procedures. The statistical package SAS will be utilized. **Change:** Prerequisite(s): **from:** MATH 141 or permission of instructor. **To:** MATH141, MATH341, or equivalent experiences in undergraduate programs for graduate students. **Change:** Notes **from:** Offered in fall and summer. **To:** Offered in fall.

Add: MDST 510. Topics in Medieval Studies (3). An examination of topics, issues, and methodologies. Possible topics might include Paleography; The Art of the Manuscript Book; Women in the Middle Ages; Hildegard of Bingen; Art and Government in Medieval Italy; Medieval Music; etc. May be repeated once for credit as long as content is different each time.

Add: SCWK 550 A, B, C. Special Topics in Social Work (1). Special topics of timely interest will be given on a one-time basis. Notes: May be repeated for credit under different topic.

Add: SCWK 615. Empowerment Practice Concepts (3). This course examines the concepts that together form a coherent framework for empowerment-based social work practice across systems (individuals and families; small groups; and communities and organizations) and with diverse, oppressed populations. Impacts of privilege and structural oppression in our own

lives are examined in order to better understand ethically sound use of self as a critical component of social work practice. Processes and outcomes of empowerment strategies are discussed, as are the simultaneous personal, collective, and structural bases of empowerment practice. Attention is given to the empowerment tradition in social work, as well as to the critical analysis of contemporary issues of assessment, prevention, intervention, and evaluation from an empowerment perspective. The course aim is to prepare students for entering the advanced year of study in social work empowerment practice. Prerequisite(s): SCWK 601,602,603,604,605, or Advanced Standing Program status. Notes: Offered in spring and summer.

Add: SCWK 620. Advanced Practice: Micro Systems (3). This course focuses on advanced social work theories and methods that are consistent with empowerment-based practice with micro systems. The emphasis will be on evidence-based theories and methods that are relevant across contemporary practice settings and service delivery systems. The application of advanced social work practice skills will be addressed within a context of professional social work values and ethics, social justice, and affirmation of the human rights of diverse groups of people. Prerequisite(s): SCWK 610, 611, 612, 614, 615. Social work majors only. Notes: Offered in fall.

Modify: SCWK 631: Change Catalog Title **from:** Structural Oppression and Empowerment (3:3:0). **To:** Advanced Practice: Macro Systems (3). **Change** Catalog description **from:** The study of the impact of discrimination and inequality on every aspect of human life, including but not limited to person-hood, family life, social and economic status, physical and mental well-being, and intergroup relationships. The course reviews social work practice responses to issues of discrimination and inequality. **To:** This course focuses on advanced social work knowledge and skills that are consistent with empowerment-based practice in communities and organizations. The course will emphasize contemporary theories and methods that are relevant in social work practice with larger systems. The application of advanced social work practice with communities and organizations will be addressed within a context of professional social work values and ethics and universal human rights. **Change:** Prerequisite(s) **from:** SCWK 621, SCWK 622, SCWK, 623. Social Work majors only. **To:** SCWK 610, 611, 612, 614, 615. Social Work majors only.

Add: SCWK 640. Advanced Practice: Capstone (3). This advanced social work practice course serves as the capstone seminar experience in the MSW curriculum. Its purpose is for students to refine and explicate their knowledge of advanced social work practice theories and methodologies relative to the Social Work Program concentration in empowerment practice. A primary focus of the seminar will be on students developing a comprehensive written paper examining policy to practice considerations and an accompanying professional presentation of selected theories and practice methods that comprise their philosophical orientation to advanced social work practice that is grounded in the NASW Code of Ethics. Prerequisite(s): SCWK 620, 623, 633, 622. Social work majors only. Notes: Offered in spring.

Modify: SPAN 504. Cervantes (3). Change: Catalog description **from:** This course will be a study of the life of Miguel de Cervantes and his masterpiece, Don Quijote de la Mancha. **To:** This course studies the life of Miguel de Cervantes and his masterpiece, Don Quijote de la Mancha. **Change:** Prerequisite(s): **from:** SPAN 401 and 402 or permission of the instructor; SPAN 302 is strongly recommended. **To:** SPAN 401 or 402 or permission of the instructor.

Modify: SPAN 506. Spanish-American Literature to Modernism (3). Change: Prerequisite(s): **from:** SPAN 401 or permission of the instructor; SPAN 301 strongly recommended. **To:** SPAN 401 or 402 or permission of the instructor.

Modify: SPAN 507. Modern Spanish-American Literature (3). **Change:** Prerequisite(s) **from:** SPAN 401 or permission of the instructor; SPAN 301 strongly recommended. **To:** SPAN 401 or 402 or permission of the instructor.

Modify SPAN 510. Topics in Language and Literature (3). **Change:** Catalog description **from:** The thrust of the course will vary, depending on student interest and faculty expertise. **To:** The focus of this course will vary, depending on student interest and faculty expertise. **Add:** Prerequisite(s) Permission of the instructor. **Change:** Notes **from:** May be retaken for additional credit with permission of Department Chair. Offered in fall of odd years. **To:** May be retaken for additional credit with permission of Department Chair.

Modify: SPAN 521. Modern Drama. **Change** Catalog description **from:** A panoramic survey of the drama since Romanticism to the contemporary scene. **To:** A survey of Spanish-language drama from Romanticism to the present. **Change** Prerequisite(s) **from:** 18 hours of Spanish or equivalent or permission of instructor. **To:** Spanish 401 or 402 or permission of the instructor.

Modify: SPAN 560. **Change:** Catalog title **from:** Advanced Conversation (3). **To:** Advanced Conversation in Spanish (3). **Change:** Catalog description **from:** This course is designed to increase the students' competencies in two language skills: comprehension and speaking. **To:** This course is designed to increase proficiency in comprehension and speaking.

Modify SPAN 593. **Change:** Catalog title **from:** Advanced Oral and Written Communication (3). **To:** Advanced Grammar and Composition I (3). **Change:** Catalog description **from:** For students already able to understand, speak and write Spanish who wish to improve these skills while moving toward more natural expression in modern Spanish. **To:** Study of sophisticated and more subtle aspects of Spanish grammar and composition techniques. **Add:** Prerequisite(s): Spanish 310 and 410 or permission of the instructor.

Modify SPAN 595. The Short Story (3). **Change:** Prerequisite(s): **from:** 18 semester hours of Spanish or permission of Department Chair. **To:** Spanish 401, 402 or permission of the instructor.

College of Business Administration:

Modify MGMT 522. **Change** Designator number **from:** 425 **to:** 522. **Change:** Catalog title **from:** Training and Development (3:3:0). **To:** Growing and Developing Talent(3). **Change** Catalog description **from:** Employee training and development is a central component of the human resource function. This course teaches students how to develop, implement and evaluate a training program. **To:** A course covering the key principles of performance management and employee development within organizations with an emphasis on applying the principles to contemporary business issues. **Change** prerequisite(s) **from:** MGMT 321. **To:** MGMT 322.

Modify MGMT 526. **Change** Catalog title **from:** Compensation and Benefits Analysis (3). **To:** Talent Management Seminar (3). **Change** Catalog description **from:** Planning, designing and controlling benefit and compensation systems integrating current knowledge on the relationship between work, reward and productivity. Philosophical, technical and legal issues **to:** Capstone course designed to integrate all areas of talent management. **Change** Prerequisite(s) **from:** MGMT 321. **To:** MGMT 322, MGMT 323, MGMT 522, ACCT 280 and QMTH 206 or graduate standing and MGMT 622 and MGMT 522.

Modify MGMT 575. Business Ethics. **Change** prerequisite(s) **from:** MGMT321 **to:** CRTW 201 with a C- or better or graduate standing.

College of Education:

Modify: CSDV 600. Change: Catalog title **from:** Introduction to the Counseling Profession.

To: Seminar in Professional Identity, Scholarship, and Service (1). **Change hours from: 3 to:**

1. **Change** Catalog descriptions **from:** Orientation to all aspects of the counseling profession including historical, ethical, professional issues, organizational structures, credentialing, public policy, professional preparation standards, roles and functions of professional counselors. **To:** The seminar will focus on issues related specifically to the development of professional identity in the context of counselor preparation. During this seminar students will examine their own professional awareness, knowledge, and skill sets for successfully negotiating graduate studies including self-reflection, scholarship, and service. The course also covers APA writing standards for professional reports, papers, and presentations. Professional involvement with the American Counseling Association (ACA) and representative state organizations through presentations, publications, or committee membership will be examined and encouraged. **Change** prerequisite(s) **from:** Permission of the instructor. **To:** CSDV admission or permission of the instructor. **Change** notes **from:** Course offered in summer. **To:** none.

Modify: CSDV 601. Change Catalog title **from:** Fundamentals of Counseling (3). **To:**

Counseling Theories (3). **Change** catalog description **from:** Introduction to the theoretical approaches in counseling and their application to settings in education and agencies. **To:** This course provides a comprehensive study of major counseling theories. Attention is given to systematic ways of viewing the counseling process. Divergences and convergences among theories are examined for practical application with clients and family within cultural and system contexts. An overview of the evolution and development of the core tenets of counseling will provide a framework for more extensive examination of the current approaches utilized by counselors in diverse practice settings. **Change** prerequisite(s) **from:** none **to:** CSDV admission or permission of the instructor. **Change** notes **from:** Offered in fall **to:** none.

Modify: CSDV 603. Career and Lifestyle Development (3). Change Catalog description

from: Overviews of the major theories and skill areas in educational planning, career and lifestyle development, work and motivation. Emphasis is placed on understanding and applying knowledge and skills of career development activities in appropriate counseling settings. **To:** Overviews of the major theories and skill areas in educational planning, career and lifestyle development, work, and motivation. Emphasis is placed on understanding and applying knowledge and skills of career development activities in appropriate counseling settings. **Change** prerequisite(s) **from:** none **to:** CSDV admission or permission of the instructor. **Change** notes **from:** Offered in summer. **To:** none.

Modify: CSDV 605. Change Catalog title **from:** Social and Cultural Issues (3). **To:** Diversity

Issues in Counseling (3). **Change** catalog description **from:** The study of current social and cultural issues which shape human behavior and affect the practice of counseling. Emphasis is placed on multicultural counseling and issues such as gender, aging, sexuality, poverty, special needs, etc., are addressed. **To:** The study of current social and cultural issues that shape human behavior and affect the practice of counseling. Topics will focus on the theory and practice of multicultural and social justice counseling approaches. Diversity issues are explored as they influence the counseling process and the well being of the client. Students will be challenged to explore their own attitudes and beliefs through experiential exercises, small- and large-group discussion, and reflection on the development of self-in-role awareness. **Change** prerequisite(s) **from:** none **to:** CSDV admission or permission of the instructor. **Change** notes **from:** Offered in summer **to:** none.

Modify: CSDV 606. Change: Catalog title **from:** Group Counseling (3). **To:** Group Counseling. **Change:** Prerequisite(s) **from:** CSDV 600, 601 and 602. **To:** Admission to the CSDV program or permission of the instructor. **Change:** notes **from:** Offered in spring. **To:** none.

Modify: CSDV 607. Change: Catalog title **from:** Appraisal of the Individual (3). **To:** Appraisal of the Individual. **Change:** Catalog description **from:** This course is designed to provide school and community counselors with a working knowledge of the various standardized tests used in educational, vocational and social/personal counseling. Students take, administer, score and record the results of various standardized tests. The uses of sociometric techniques and other appraisal techniques are reviewed and evaluated. **To:** This course is designed to provide school and community counselors with a working knowledge of the various standardized tests used in educational, vocational, and social/personal counseling. Students take, administer, score, and record the results of various standardized tests. Appraisal techniques are reviewed and evaluated. **Change:** prerequisite(s) **from:** none **to:** Admission to the CSDV program or permission of the instructor. **Change** notes **from:** Offered in fall **to:** none.

Modify: CSDV 608. Change: Catalog title **from:** Counseling and Advocacy for Loss, Crisis, and **To:** Loss, Grief, and Crisis Counseling (3). **Change:** Catalog description **from:** This course views loss as a broad, inclusive experience during crisis and life transition across the lifespan. Advocacy, consultation & crisis intervention strategies for grief counseling are developed. Developmental programs for Pre-K through adulthood are examined. **To:** This course views loss as a broad, inclusive experience occurring during crisis, loss, and life transition across the lifespan. Crisis situations and the phenomenon of suicide will be examined as well as the roles and responsibilities of counselors. Advocacy, consultation, and crisis intervention skills for grief counseling are developed. Developmental programs for Pre-K through adulthood related to grief, loss, and crisis are examined. **Change** prerequisite(s) **from:** Permission of Instructor. **To:** CSDV admission or permission of the instructor. **Change** notes **from:** Offered in spring **to:** none.

Add: CSDV 610A. Counseling Practicum I (2). A supervised 75 clock hours, field-based experience, this course will focus on further enhancement of the conceptual and relational skills of counseling. The course will further increased reflection on the development of self-in-role and supervised application of counseling skills to practice. Students will focus on building therapeutic relationships, assessing client needs, goals setting, and intervention skills. Prerequisite(s): Admission to the CSDV program or permission of the instructor.

Modify: CSDV 610B. Change: Catalog title **from:** Counseling Practicum (3:1-2). **To:** Counseling Practicum II. **Change:** Catalog description **from:** A supervised 100 clock hour, field-based experience in a school or community setting for the development of counseling, consultation, & advocacy skills. **To:** A supervised 100 clock hours, field-based experience, this course will focus on further enhancement of the conceptual and relational skills of counseling, consultation, and advocacy skills. The course will further increase reflection on the development of self-in-role and supervised application of counseling skills to practice. Students will focus on building therapeutic relationships, assessing client needs, goals setting, and intervention skills. **Change:** Lab hours **from:** 2 **to:** 3. **Change** prerequisite(s) **from:** CSDV 600, 601, 602, 604 or 613, and 614. **To:** Admission to the CSDV program or permission of the instructor. **Change** notes **from:** Offered in spring **to:** none.

Modify: CSDV 611. Change designator number **from:** 611 **to:** 611S. **Change** catalog description **from:** Counseling Internship I (3). **To:** School Counseling Internship I. **Change** Catalog description **from:** A supervised 300-hour, field-based experience in an applied setting appropriate to program specialization (community counseling or school counseling). **To:** A

supervised 300-hour, field-based experience in an applied school setting. **Change:** Lab hours from: 0 **to:** 3. **Change** prerequisite(s) **from:** CSDV 600, 601, 602, 603, 605, 606, 607, 609, 610, 614, CSDV 604 or 613 and EDUC 640. **To:** Admission to the CSDV program or permission of the instructor. **Change** Notes **from:** A grade of S or U is recorded. **To:** none.

Modify: CSDV 612. Change: Designator number **from:** 612 **to:** 612S. **Change:** Catalog title **from:** Counseling Internship II (3). **To:** School Counseling Internship II (3).

Change: Catalog description **from:** A supervised 300 hour field-based experience in an applied setting appropriate to program specialization (community counseling or school counseling). **To:** A supervised 300 hour field-based experience in an applied school setting. **Change:** Lab hours **from:** 0 **to:** 3. **Change** prerequisite(s) **from:** CSDV 600, 601, 602, 603, 605, 606, 607, 609, 610, 611, 614, EDUC 640, and CSDV 604 or CSDV 613. **To:** Admission to the CSDV program or permission of the instructor. **Change** notes **from:** A grade of S or U is recorded. Offered in spring. **To:** none.

Modify: CSDV 613. Change: Catalog title **from:** Organization and Administration of Pre- K-12 **to:** Foundations and Ethical Issues in School Counseling (3). **Change** Catalog description **from:** This course includes theories of human growth and development with emphasis on child and adolescent development. The history, philosophy and trends in school counseling are examined. School counselors role and function as a consultant, coordinator of referral services, evaluator, planner & organizer, advocate and counselor for Pre-K-12 students are examined. Ethical, legal, professional, & diversity issues in school counseling are entertained. **To:** This course provides an introduction to professional school counseling and consultation encompassing the history, philosophy, and trends in school counseling, as well as the roles and functions of the professional school counselor. A major portion of this course is the study of ethical practice, which will cover ASCA and ACA codes and standards, as well as legal issues in counseling practice. **Change:** Lecture hours **from:** 0 **to:** 3. **Change:** Prerequisite(s) **from:** Permission of Instructor. **To:** CSDV admission or permission of the instructor. **Change** notes **from:** Offered in fall. **To:** none.

Modify: CSDV 614. Change: Catalog title **from:** 614. Lifespan Developmental Counseling (3). **To:** Lifespan Developmental Counseling (3). **Change:** Catalog description **from:** This course provides counselors with a lifespan developmental theoretical and research foundation for clinical and educational practice. It explores the individual, environmental and familial factors affecting developmental progression and delay. The class is aimed at praxis and encourages the utilization of strategies for facilitating development across the lifespan. **To:** This course provides counselors with a lifespan developmental theoretical and research foundation for clinical and educational practice. It explores the individual, environmental and familial factors affecting developmental progression and delay. The course is focused on counseling practice and encourages the utilization of strategies for facilitating development across the lifespan. **Change:** Prerequisite(s) **from:** none **to:** CSDV admission or permission of the instructor.

Modify: CSDV 615. Change: Catalog title **from:** 615. Comprehensive Development School Counseling (**to:** Comprehensive Developmental School Counseling (3). **Change:** Catalog description **from:** This course provides an understanding of the planning, organizing, implementation and evaluation of a comprehensive developmental school counseling program. **To:** This course provides an understanding of the planning, organizing, implementation, and evaluation of a comprehensive developmental school counseling program. **Change:** Prerequisite(s) **from:** CSDV 613. **To:** CSDV admission or permission of the instructor. **Change** notes **from:** Offered in summer **to:** none.

Modify: CSDV 617. Change Catalog title **from:** 617. Marital, Couple, and Family Counseling **to:** Family Counseling (3). **Change** catalog description **from:** This course introduces the

student to a variety of counseling skills and marriage and family techniques for effective clinical work with diverse individuals, couples, and families. **To:** This course introduces the student to major theoretical approaches and interventions utilized in counseling families within a systemic framework. **Change:** lecture hours **from:** none **to:** 3. **Change:** prerequisite(s) **from:** CSDV 601 and CSDV 602 or permission of instructor. **To:** CSDV admission or permission of the instructor. **Change:** notes **from:** Offered in summer **to:** none.

Modify: CSDV 618. Change: Catalog title **from:** 618. Addictions Counseling (3). **To:** Addictions Counseling (3). **Change:** Catalog description **from:** This course introduces the learner to the prevention and treatment of substance abuse and chemical dependency. **To:** This course will provide a basic introduction to the psychopathology of chemical and process addiction. Theoretical foundations which seek to define addiction including biological, psychological, and sociological etiologies will be addressed. The course will provide the structural framework to discuss diagnosis and assessment of chemical dependency, and explore stages of treatment and diverse treatment modalities. **Change:** Prerequisite(s) **from:** CSDV 601 and CSDV 602. **To:** CSDV admission or permission of the instructor. **Change:** Notes **from:** Offered in fall and summer **to:** none.

Modify: CSDV 620. Change: Catalog title **from:** 620. Clinical Psychopathology in Counseling (3). **To:** Clinical Psychopathology in Counseling (3). **Change:** catalog description **from:** A survey of clinical disorders, their origins and characteristics. Includes a review of contemporary diagnostic systems, research, theory and counseling interventions. **To:** This course emphasizes an integrated biopsychosocialcultural model in understanding the etiology of psychopathology and clinical disorders. There will be an emphasis on increasing student understanding of clinical issues and current research related to arrests in development and maladaptive behavior with an emphasis on personality disorders. Studies include a review of contemporary diagnostic systems, research, theory, and counseling interventions. **Change:** prerequisite(s) **from:** Permission of the instructor. **To:** CSDV admission or permission of the instructor. **Change:** notes **from:** Offered in fall and summer. **To:** none.

Modify CSDV 621. Change: Catalog title **from:** 621. Diagnosis and Treatment Planning Counseling (**to:** Diagnosis and Treatment Planning Counseling (3). **Change:** Catalog description **from:** This course acquaints prospective counselors with descriptive, research-based knowledge that contributes to the diagnosis and treatment of mental health disorders, including disorder of behavior and impulse control, mood and anxiety as well as various personality disorders and disorders involving loss of contact with reality. **To:** This course will instruct students in the methods and research of clinical systems assessment of psychopathology and multiaxial diagnosis. Students will learn to perform individual, relational, and larger systems assessments, including but not limited to a mental status exam, comprehensive mental status exam, psychological genogram, and diagnosis using the DSM-IV-TR. Diverse theoretical approaches to treatment planning, clinical practice, and process issues are considered across a variety of psychological disorders. **Change:** Prerequisite(s) **from:** Permission of the instructor. **To:** CSDV admission or permission of the instructor.

Modify: CSDV 622. Change: Catalog title **from:** 622. Counseling Children and Adolescents (3). **To:** 622. Seminar in Counseling Children and Adolescents. **Change:** Catalog description **from:** The course includes discussion and application of counseling theories, techniques and issues related to child and adolescent development. **To:** The course includes discussion and application of counseling theories, techniques, and issues related to child and adolescent development. **Change:** Prerequisite(s) **from:** Permission of instructor. **To:** Admission to the CSDV program or permission of the instructor.

Modify: ECED 638. Creative Learning Experiences for Young Children. Change: Catalog description **from:** A study of concepts and content including: arts (sound, color, rhythm, movement) in the ECED curriculum; methods and materials for developing creativity; room arrangement; and relevant research. Observation and participation in two or more of the following settings: day care centers, public schools, community agencies, and the Macfeat laboratory school are required. Students will observe and work with children of diverse ages and with children reflecting culturally and linguistically diverse family systems. **To:** A study of concepts and content including: arts (sound, color, rhythm, movement) in ECED curriculum; methods and materials for developing creativity; room arrangement; and relevant research. Observation and participation in two or more of the following settings: day care centers, public schools and community agencies are required. Students will observe and work with children of diverse ages and with children reflecting culturally and linguistically diverse family systems. **Change hours from: 2 to: 3. Change:** Prerequisite(s) **from:** Admission to MAT ECED Program or permission of department chairperson. **To:** Admission to MAT in ECED Program or permission of department chairperson.

Modify: ECED 640. Change: Catalog title **from:** Teaching and Assessing Mathematics, Science and Social Studies in Early Childhood **To:** Teaching and Assessing Mathematics in Early Childhood Education. **Change** Catalog description **from:** This early childhood education methods course will focus on developmentally and age-appropriate strategies for teaching mathematics, science, and social studies. Students will apply strategies in a field placement. **To:** This early childhood methods course will focus on developmentally and age-appropriate strategies for teaching mathematics. Students will apply strategies in a field placement (ECED 643). **Change hours from 8:0:2 to 2. Add:** Co-requisite: ECED 643, ECED 641, ECED 642.

Add: ECED 641. Teaching and Assessing Science in Early Childhood Education (2). This early childhood methods course will focus on developmentally and age-appropriate strategies for teaching science. Students will apply strategies in a field placement (ECED 643). Prerequisite(s): Admission to MAT in ECED Program or Permission of Department Chairperson. Co-requisite: ECED 643, ECED 640, ECED 642.

Add: ECED 642. Teaching and Assessing Social Studies in Early Childhood Education (2). This early childhood methods course will focus on developmentally and age-appropriate strategies for teaching social studies. Students will apply strategies in a field placement (ECED 643). Prerequisite(s): Admission to MAT in ECED Program or Permission of Department Chairperson. Co-requisite: ECED 643, ECED 640, ECED 641.

Add: ECED 643. Field Experience in Early Childhood Education (1). Students will spend eight (8) hours per week in a public school under the supervision of an early childhood/elementary education professor and will work with a mentor teacher in preparation for the final internship experience. Prerequisite(s): Admission to Teacher Education Program at graduate level. Co-requisite: ECED 640, ECED 641, ECED 642.

Modify: EDCI 637. Capstone: Advanced Field Placement. Change: Catalog description **from:** none **to:** The focus of this course is the preparation and completion of a field-based project reflecting the candidate's knowledge of an approved topic and its implications for curriculum, instruction, and assessment. **Change hours from: 3 to: 3:1:2. Change:** Prerequisite(s) **from:** EDCI 635, 636, and SPED 681. **To:** EDCI 635, and SPED 561 or SPED 583. Delete: notes.

Modify: EDCI 695. Thesis. Change: Prerequisite(s) **from:** EDCI 635, 636, and SPED 681. **To:** EDCI 635, 636, and SPED 561 or SPED 583.

Modify: EDLD 601. Leadership (3). Change: Prerequisite(s) **from:** EDUC 640. **To:** none. **Change:** notes **from:** Offered in fall and summer **to:** Offered periodically.

Modify: EDUC 643. Educational Technology Planning and Evaluation (3). Change: Prerequisite(s) **from:** EDUC 641 **to** EDUC 641 or permission of instructor.

Modify: EDUC 660. Effective Teaching & Management Strategies (3). Change: Catalog description **from:** This course includes content central to students seeking initial licensure through the MAT program. Focus is on planning, instruction, classroom management, curriculum and assessment of student progress/learning. **To:** This course includes content central to students seeking initial licensure through the MAT program. Focus is on planning, instruction, classroom management, curriculum, and assessment of student progress/learning. **Change** prerequisite(s) **from:** EDUC 600, 601, 602, 605 and 610. **To:** EDUC 600, 601, 605 and 610.

Modify: EDLD 613. Preparing Leaders to Serve Students with Special Needs. Change: Catalog description **from:** Designed for those preparing for school leadership roles. This course will detail the philosophies, legal and pragmatic approaches to serving children with special needs in schools. Emphasis will be on mastering the requirements of the federal and state laws, as well as, the special needs of families. **To:** Designed for those preparing for school leadership roles. This course will detail the philosophies, legal and pragmatic approaches to serving children with special needs in schools. Emphasis will be on mastering the requirements of the federal and state laws as well as the special needs of families. **Change:** Prerequisite(s) **from:** Completion of all core courses and EDLD 601, 602, 603 and 604. **To:** none. **Change:** notes **from:** Offered in spring and summer **to:** Offered periodically.

Modify: EDUC 681. Advanced Educational Psychology (3). Change Catalog description **from:** An advanced psychological foundations course which examines contemporary research, issues and trends and their application to effective leadership, critical inquiry and stewardship in educational professions. **To:** An advanced psychological foundations course that examines contemporary research, issues, and trends and their application to effective leadership, critical inquiry, and stewardship in educational professions. **Change** notes **from:** Lab Fee: \$3. Offered in fall, spring and summer **to:** Offered in fall, spring and summer.

Modify: ELEM 641. Change: Prerequisite(s) **from:** ELEM 341 or permission of instructor. **To:** Graduate status or permission of instructor.

Add: READ 605. Literacy Foundations (3). This first literacy course in the sequence will examine the history and theories of literacy processes and instruction. Students will develop and apply an understanding of current literacy research and evidence-based practices. Prerequisite(s): READ 510 or equivalent introductory course in children's literature. Co-requisite: READ 615.

Drop: READ 611. Issues in Teaching Literature for Children and Young Adults.

Modify: READ 651. Change number from 651 to 615. Change: Catalog title **from:** Teaching Reading and Writing to Learners with Limited English Proficiency (3) **to:** Literacy for Learners with Limited English Proficiency and Other Diverse Needs (3). **Change** Catalog description **from:** This course provides an in-depth examination of language as system (phonological-orthographic, morphological, semantic, and grammatical cuing systems) with linguistic application to the teaching of minority dialect and second language learners who have limited abilities in processing/applying spoken and written English. The course provides candidates with an understanding of the needs and mono- and multi-lingual as well as multi-dialectal

learners. **To:** This course provides an overview of language acquisition processes in native and non-native speakers. Academic and social language challenges for diverse learners are discussed. **Change** Prerequisite(s) **from:** READ 611, 621, 645, 661 **to:** none. **Change** corequisite **from:** none **to:** READ 605.

Modify: READ 656. Change number to: READ 616. Change: Catalog title **from:** Principles and Strategies for Assessing and Teaching P-12 English Language Learners **To:** Principles and Strategies for Assessing and Teaching English Language Learners. **Change** Catalog description **from:** This course provides candidates with clinical or practica experience in performance assessment, planning, and delivery of appropriate instruction to cognitively, linguistically, and/or culturally diverse learners. **To:** This course provides candidates with clinical experience in performance assessment, planning, and delivery of appropriate instruction to cognitively, linguistically, and/or culturally diverse learners. Candidates will also acquire additional theoretical knowledge about monolingual and multilingual language acquisition processes to prepare them to address diverse learner needs. **Change** Prerequisite(s) **from:** READ 611, 621, 645, 651, 661 **to:** READ 615.

Drop: READ 621. Infusing Mediacy into the Teaching of the Integrated English/Language Arts.

Drop: READ 623. Written Expression in Elementary, Middle, and Secondary Schools.

Add: READ 625. Written Expression Across the Grades (3). Candidates will examine authentic, evidenced-based practices to develop students' proficiency in writing. Topics will include the developmental stages of writing, the writing process, writing conventions, and technological integration. Prerequisite(s): READ 616.

Add: READ 635. Basic Literacy Diagnostics and Instructional Practices (3). Candidates gain expertise in introductory assessment and instructional practices related to literacy. Topics will include an introduction to formal and informal assessments. Candidates will learn to interpret and communicate results in order to provide informed instructional decisions. Prerequisite(s): READ 625. Co-requisite(s): READ 645.

Modify: READ 645. Change Catalog title **from:** Teaching Content Area Reading (3). **To:** Teaching Literacy in the Content Areas (3). **Change** notes **from:** Offered in fall and spring. **To:** Offered in spring and summer. MEd Literacy students must have prerequisite of READ 625 and co-requisite of READ 635.

Add: READ 636. Advanced Literacy Diagnostics and Instructional Practices (3:0:3). This partially field-based course builds on the foundations of literacy assessments learned in READ 635. Candidates will advance their ability to interpret and critique technical aspects of assessments in order to articulate effective assessment plans. Candidates will prepare and coach preservice teachers to use assessments to plan and revise effective instruction for students. Candidates will acknowledge and understand the research supporting different perspectives regarding assessment and instruction. Candidates will coach preservice teachers in communicating assessment results to various audiences. Prerequisite(s): READ 635 and READ 645.

Add: READ 655. Advanced Practicum in Literacy Instruction (3). In this field-based practicum course, candidates will collect, analyze, and report on classroom data. They also will use the data to create instructional resources and conduct demonstration lessons in collaboration with a classroom teacher. Candidates will analyze a school-wide literacy model. This course is

inextricably intertwined with READ 665; therefore, candidates will take both courses simultaneously. Prerequisite(s): READ 636 and READ 645. Co-requisite(s): READ 665.

Drop: READ 661. Theory and Research for Instructional Applications to Teaching Reading.

Add: READ 665. Capstone: Literacy Coaching Practicum (3:3:0). This capstone experience provides candidates with practicum experience as they apply and reflect upon literacy coaching techniques and logistics in school and community settings. This course is inextricably intertwined with READ 655; therefore, candidates will take both courses simultaneously. Prerequisite(s): READ636 and READ645. Co-requisite(s): READ 655.

Drop: READ 671. Practicum in Diagnosis and Correction of Reading Difficulties.

Drop: READ 675. Advanced Practicum in the Teaching of Reading.

Drop: READ 681. Organization/Supervision of Reading Programs.

Modify: MAT-ECED from:

**Master of Arts in Teaching: Early Childhood Education
Graduate Program Advisor:
Dr. Christine Ferguson, 803/323-2595**

The Master of Arts in Teaching (MAT) in Early Childhood Education is designed to prepare individuals who are seeking initial certification in grades, PreK-3. This program admits students only one time a year, August 1. All students must follow the sequence in a cohort manner. It is a full-time, 4 term program beginning each spring term (January). MAT in Early Childhood Education students graduate the following spring (May). It should be noted that because the MAT in ECED is a cohort model, courses are strictly sequenced and offered only one term a year.

Conceptual Framework

The conceptual framework for the initial graduate certification 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 Educational 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 collaboration among the candidates, the faculty from the Department of Curriculum and Instruction and the Center for Pedagogy, and school professionals.

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

MAT teacher candidates must demonstrate dispositions that reflect the highest standards of the profession as they relate to students, their families, and their communities. The Richard W. Riley College of Education has established appropriate criteria for professional dispositions in the following areas: professional commitment; communication skills; interpersonal skills; classroom personality; emotional make-up; and academic integrity. Further information about the criteria is distributed to teacher candidates in a dispositions booklet.

The MAT curriculum covers a variety of subjects from professional core courses to courses specific to early childhood education. Acquired competencies emphasized in this program will enable graduates to assume leadership roles in their classrooms, departments and schools.

Admission Requirements. Graduate candidates who hold a baccalaureate degree from an accredited college or university. Graduate candidates who do not meet all undergraduate pre-requisite requirements will be required to complete additional course work prior to being admitted to the M.A.T.. 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 graduate candidate'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

1. Satisfactory completion of a writing sample as prescribed by the MAT program director.

4. Pre-requisite courses listed below are required for students who are entering the MAT in ECED.

6 hours of English composition, grammar, literature (i.e., writing or English composition, and English literature)

6 hours of math for classroom teachers (to include: basic number concepts, measurement, and geometry concepts for teachers: ex. MATH 291 & MATH 292)

7 hours in Natural Science, at least two of the following sciences must be represented: biological, physical, or earth science. At least one course must involve a laboratory experience (i.e., biology, physics, physical science, geology, oceanography, astronomy)

6 hours in two areas in the Humanities and Arts (i.e., art, music, English literature, Drama)

6 hours in Social Science (i.e., anthropology, sociology, political science, economics, geography)

3 hours in U.S. History or Government (i.e., history, political science)

Master of Arts in Teaching GPR and GRE Score Requirements. A graduate candidate must score at least 400 on the verbal portion of the GRE and at least 400 on the quantitative portion of the GRE and have a combined score on these portions of the GRE of at least 800. (Applicants who have already taken other tests such as the GMAT, LSAT, or MAT as part of admission requirements to other programs can submit those scores for consideration in lieu of the GRE. Preferred scores for admission will be 21 verbal and 27 quantitative on the GMAT, 380 on the MAT, and 144 on the LSAT.) Only when these criteria are met may an applicant use the tables below to determine the Admission Index Score. A graduate candidate 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

| Five years ago or less | |
|------------------------|---|
| 3.5 or above | 9 |
| 3.00-3.49 | 8 |
| 2.85-2.99 | 7 |
| 2.75-2.84 | 6 |
| 2.60-2.74 | 5 |
| 2.40-2.59 | 4 |
| 2.15-2.39 | 3 |
| 2.10-2.14 | 2 |
| Less than 2.10 | |

Table 2

| More than 5 years | |
|-------------------|---|
| 3.25 or above | 9 |
| 2.75-3.24 | 8 |
| 2.60-2.74 | 7 |
| 2.50-2.59 | 6 |
| 2.35-2.49 | 5 |
| 2.15-2.34 | 4 |
| 2.10-2.14 | 3 |
| 2.00-2.09 | 2 |
| Less than 2.00 | 0 |

The "a" derived score plus the "b" derived score equals the Index Score.

Admission to Teacher Education. After the first semester (11 credits), the graduate candidate will be admitted to Teacher Education if he/she meets the following criteria:

1. Achieve a cumulative 3.0 grade-point average in graduate course work;
 2. Complete an application requesting formal admission to teacher education that includes an analysis of learning thus far in the MAT Program;
 3. Complete a minimum of 25 hours of supervised Youth Experience with graduate candidates within the age range of the early childhood education grades (ages 4-9);
 4. Submit a program of study that indicates the planned semester for MAT internship; and
1. Complete an interview with two professors resulting in a favorable admission recommendation to the Dean of Education.

ECED MAT candidates may not complete more than 18 hours of graduate coursework without full admission to Teacher Education. When criteria have been met, the graduate candidate will receive a signed certificate of formal admission. Additional requirements may be referenced in the Teacher Education Handbook and the Internship Handbook.

Student Internship. Graduate candidates must be formally admitted no later than one full semester prior to student teaching. A disclosure form regarding criminal activity or campus misconduct must be submitted with the application. Graduate candidates must also complete an application for the semester-long internship prior to the internship and must achieve the South Carolina passing score on the PRAXIS II Specialty Area Examination. Applications are due September 15 for the spring internship.

| Required Program | Semester Hours |
|--|-----------------------|
| EDUC 600 Teaching in a Democracy | 3 |
| EDUC 604 Educational Psychology and Assessment | 3 |
| EDUC 602 Technology for the 21 st Century Classroom | 2 |
| SPED 610 Teaching Exceptional Learners in Inclusive Settings | 3 |
| EDUC 690 & 695 Internship and Capstone | 9 |
| <u>Early Childhood Core Courses</u> | |
| READ 510 Literature for Children | 3 |
| READ 600 Literacy Instruction and Assessment for Early Childhood Educators | 3 |
| ECED 631 Home-School-Community Collaboration | 3 |
| ECED 638 Creative Learning Experiences for Young Children | 2 |
| ECED 636 Early Childhood Development and Implications for Developmentally Appropriate Practices (DAP) | 3 |
| ECED 640_Teaching and Assessing Mathematics, Science and Social Studies in Early Childhood | 8 |
| PHED 603 -Developmental Movement for Early Childhood | 2 |
| Total | 44 |

TO:

Master of Arts in Teaching: Early Childhood Education

Graduate Program Advisor:

Dr. Christine Ferguson, 803/323-2595

The Master of Arts in Teaching (MAT) in Early Childhood Education is designed to prepare individuals who are seeking initial certification in grades, PreK-3. This program admits students only one time a year, August 1. All students must follow the sequence in a cohort manner. It is a full-time, 4 term program beginning each spring term (January). MAT in Early Childhood Education students graduate the following spring (May). It should be noted that because the MAT in ECED is a cohort model, courses are strictly sequenced and offered only one term a year.

Conceptual Framework

The conceptual framework for the initial graduate certification 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 Educational 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 collaboration among the candidates, the faculty from the Department of Curriculum and Instruction and the Center for Pedagogy, and school professionals.

To ensure knowledge of content, the ECED teacher candidate is required to achieve the South Carolina passing score on the Praxis II Specialty Area Examination prior to graduation. In addition, successful graduates must obtain a satisfactory score on the Praxis II Principles of Learning and Teaching before earning teacher certification.

MAT teacher candidates must demonstrate dispositions that reflect the highest standards of the profession as they relate to students, their families, and their communities. The Richard W. Riley College of Education has established appropriate criteria for professional dispositions in the following areas: professional commitment; communication skills; interpersonal skills; classroom personality; emotional make-up; and academic integrity. Further information about the criteria is distributed to teacher candidates in a dispositions booklet.

The MAT curriculum covers a variety of subjects from professional core courses to courses specific to early childhood education. Acquired competencies emphasized in this program will enable graduates to assume leadership roles in their classrooms, departments and schools.

Admission Requirements. Graduate candidates who hold a baccalaureate degree from an accredited college or university. Graduate candidates who do not meet all undergraduate pre-requisite requirements will be required to complete additional course work prior to being admitted to the M.A.T.. Admission requirements for graduate degree status include:

2. An Admission Index Score of eight. (The Admission Index Score is derived by a formula-based computation of the graduate candidate'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

2. Satisfactory completion of a writing sample as prescribed by the MAT program director.

4. Pre-requisite courses listed below are required for students who are entering the MAT in ECED.

6 hours of English composition, grammar, literature (i.e., writing or English composition, and English literature)

6 hours of math for classroom teachers (to include: basic number concepts, measurement, and geometry concepts for teachers: ex. MATH 291 & MATH 292)

7 hours in Natural Science, at least two of the following sciences must be represented: biological, physical, or earth science. At least one course must involve a laboratory experience (i.e., biology, physics, physical science, geology, oceanography, astronomy)

6 hours in two areas in the Humanities and Arts (i.e., art, music, English literature, Drama)

6 hours in Social Science (i.e., anthropology, sociology, political science, economics, geography)

3 hours in U.S. History or Government (i.e., history, political science)

Master of Arts in Teaching GPR and GRE Score Requirements. A graduate candidate must score at least 400 on the verbal portion of the GRE and at least 400 on the quantitative portion of the GRE and have a combined score on these portions of the GRE of at least 800. (Applicants who have already taken other tests such as the GMAT, LSAT, or MAT as part of admission requirements to other programs can submit those scores for consideration in lieu of the GRE. Preferred scores for admission will be 21 verbal and 27 quantitative on the GMAT, 380 on the MAT, and 144 on the LSAT.) Only when these criteria are met may an applicant use the tables below to determine the Admission Index Score. A graduate candidate 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.

c. 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 |

d. 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 2.1 | 0 | Less than 2.0 | 0 |

The "a" derived score plus the "b" derived score equals the Index Score.

Admission to Teacher Education. After the first semester (11 credits), the graduate candidate will be admitted to Teacher Education if he/she meets the following criteria:

1. Achieve a cumulative 3.0 grade-point average in graduate course work;
2. Complete an application requesting formal admission to teacher education that includes an analysis of learning thus far in the MAT Program;

3. Complete a minimum of 25 hours of supervised Youth Experience with graduate candidates within the age range of the early childhood education grades (ages 4-9);
4. Submit a program of study that indicates the planned semester for MAT internship; and
2. Complete an interview with two professors resulting in a favorable admission recommendation to the Dean of Education.

ECED MAT candidates may not complete more than 18 hours of graduate coursework without full admission to Teacher Education. When criteria have been met, the graduate candidate will receive a signed certificate of formal admission. Additional requirements may be referenced in the Teacher Education Handbook and the Internship Handbook.

Student Internship. Graduate candidates must be formally admitted no later than one full semester prior to student teaching. A disclosure form regarding criminal activity or campus misconduct must be submitted with the application. Any submitted Teacher Education Professional Dispositions and Skills Forms will be reviewed prior to admission. Graduate candidates must also complete an application for the semester-long internship prior to the internship. Applications are due in October for the spring internship.

| Required Program | Semester Hours |
|--|-----------------------|
| EDUC 600 Teaching in a Democracy | 3 |
| EDUC 604 Educational Psychology and Assessment | 3 |
| EDUC 602 Technology for the 21 st Century Classroom | 2 |
| EDUC 610 Effective Teaching Practices for Exceptional And Diverse Learners | 3 |
| EDUC 690 & 695 Internship and Capstone | 9 |
| <u>Early Childhood Core Courses</u> | |
| READ 510 Literature for Children | 3 |
| READ 600 Literacy Instruction and Assessment for Early Childhood Educators | 3 |
| ECED 631 Home-School-Community Collaboration | 3 |
| ECED 638 Creative Learning Experiences for Young Children | 3 |
| ECED 636 Early Childhood Development and Implications for Developmentally Appropriate Practices (DAP) | 3 |
| ECED 640 Teaching and Assessing Mathematics in Early Childhood Education | 2 |
| ECED 641 Teaching and Assessing Science in Early Childhood Education | 2 |
| ECED 642 Teaching and Assessing Social Studies in Early Childhood Education | 2 |
| ECED 643 Field Experience in Early Childhood Education | 1 |
| PHED 603 Developmental Movement for Early Childhood | 2 |
| Total | 44 |

Program Completion. To complete the program graduate candidates must meet the following criteria: a) successful completion of a minimum of 44 semester hours of graduate coursework, b) successful completion of all required coursework, c) maintenance of a minimum grade point average of 3.00, d) successful completion of all field experiences and internships, and e) completion of the Praxis II Specialty Area Examination (passing score required).

At the end of the internship semester, a program area committee completes a competency review of each intern's performance and recommends exit from the program. Exit criteria include the following: (a) passing scores on rubrics for final portfolio documents, midterm and final internship evaluations, and rubrics for unit work samples; (b) satisfactory review of any Professional Dispositions and Skills Forms; and (c) a minimum grade point average of 3.0.

The following signatures will be on the recommendation for exit from the program:

1. ECED faculty designee
2. Department chair of Curriculum and Instruction
3. EDUC 695 Faculty member
4. University supervisor
5. Mentor-teacher from the final internship (optional). (If there is a discrepancy, the mentor-teacher may be asked to sign the recommendation also.)

A signed recommendation for exit from the program is required in addition to items specified for program completion in the Graduate Catalog.

A passing score is required for portfolio documents and the internship work sample.

Change: MED in READING

From:

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

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.

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

TO: MED in Literacy

Master of Education in Literacy

Graduate Program Advisor:

Kavin Ming, 803/323-2158

The Master of Education degree in literacy is designed to prepare the certified classroom teacher for literacy coaching. Graduates of this program will meet South Carolina course requirements for certification as a literacy coach. In addition, graduates must have satisfactory scores on other required PRAXIS examination(s). The M.Ed. in Literacy is offered in a cohort model, starting each summer, with a sequence of specialty studies offered each semester. A candidate who drops out of the cohort may have to wait a full year to reenroll.

Admission Requirements. Applicants for admission to the Master of Education degree in literacy must hold a bachelor's degree from an accredited college or university, and must meet the following requirements to be eligible for consideration:

1. Have completed a course in Children's/Adolescent Literature (e.g., READ 510);
2. Satisfactory completion of a writing sample as prescribed by the M.Ed. in Literacy program director;
3. Submit a copy of your current South Carolina Department of Education Class III Professional Certificate or the equivalent from another state;
4. Submit evidence of at least one year of successful teaching experience (e.g., a letter from your principal). Applicants without teaching experience may be admitted to the program. During the first fall semester, applicants without prior teaching experience are required to complete 40 hours of successful collaboration with a classroom teacher in a variety of instructional settings. Success will be determined by the evaluation the candidate submits upon completion of the collaboration;
5. Submit official transcripts of all undergraduate work reflecting an undergraduate grade-point average of 3.0 on a 4.0 scale in the last 60 hours of undergraduate course work. Official transcripts should be sent directly to Winthrop University from the issuing institution(s);
6. Submit an official score of 900 or above on the General Test of the Graduate Record Examination (GRE) (Verbal and Quantitative) portions. In addition, submit official scores for the writing portion of the GRE (minimum score of 3.5);
7. Present two letters of recommendation from professional references that relate to your professional goals;

8. Application deadline: March 1st

I. Program Entrance

- Purchase LiveText at the Winthrop University Bookworm or online;
- Complete professional dispositions online, via LiveText, by the middle of the first fall semester. For details see: www.livetext.com
- Submit proof of International Reading Association (IRA) membership each year throughout the program.

II. Transition One: Foundations (Minimum of 6 hours)

- 3.0 or better in READ 605 and READ 615. A grade of B or better is required on both final examinations;

III. Transition Two: Midpoint (Minimum of 18 hours)

- 3.0 or higher cumulative GPA;
- Program of study filed;
- Successful professional disposition review conference;
- Passing score on the PRAXIS II Introduction to the Teaching of Reading.

IV. Transition Point: Endpoint (Minimum of 24 hours)

- 3.0 or higher cumulative GPA;
- Successful professional disposition review conference.

V. Exit from Program: (Minimum of 36 hours)

- 3.0 or higher cumulative GPA;
- Successful completion of final two practica (which include a successful disposition review conference by the literacy faculty, a positive disposition review by the supervising teacher or school administrator, and a final competency evaluation);
- Successful Capstone Project

Semester Hours

Required Program Sequence

Except for courses with asterisks (EDUC 640, EDUC 681, SPED 561), all courses must be taken in sequential order as listed below:

| | | |
|-----------|---|---|
| *EDUC 640 | Educational Research, Design and Analysis | 3 |
| READ 605 | Literacy Foundations | 3 |
| READ 615 | Literacy for Learners with Limited English Proficiency and/or Other Diverse Needs | 3 |

| | | |
|-----------------------------|--|-----------|
| READ 616 | Principles and Strategies for Assessing and Teaching English Language Learners | 3 |
| ** <i>SPED 561</i> | Characteristics of Children with Learning Disabilities | 3 |
| READ 625 | Written Expression Across the Grades | 3 |
| READ 635 | Basic Diagnostics and Instructional Practices | 3 |
| READ 645 | Literacy in the Content Areas | 3 |
| READ 636 | Advanced Diagnostics and Instructional Practices | 3 |
| * <i>EDUC 681</i> | Advanced Educational Psychology | 3 |
| READ 655 | Advanced Practicum in Literacy Instruction | 3 |
| READ 665 | Capstone: Literacy Coaching Practicum | 3 |
| Total Semester Hours | | 36 |

*Courses offered in fall, spring, and summer

**Course offered fall and spring

College of Visual and Performing Arts:

Modify ARTE 547. Art for Classroom Teachers (3:5). Change: Notes **from:** Lab Fee: \$10. Offered in fall, spring and summer. **To:** Lab Fee: \$25. Offered in fall, spring and summer.

Modify ARTE 528. Art Education Foundations and Elementary Methods. Change: hours **from:** 3:0:1 **to** 3:3:1. **Change** Prerequisite(s) **from:** ARTE 348 or ARTE 580, or permission of the instructor. **To:** ARTE 348 or ARTE 601, or permission of the instructor. **Change** notes **from:** Course offered in Fall. Lab fee: \$15.00 **to:** Course offered in Fall. Lab fee: \$25.00.

Modify: ARTE 548. Curriculum in Art Education and Secondary Methods Change: hours **from:** 3:0:2 **to** 3:3:2. **Change** Notes **from:** Lab Fee: \$15. Offered in Spring. **To:** Lab Fee: \$25. Offered in Spring.

Modify: ARTE 528: Change hours **from:** 3:1 **to** 3:3:1. **Change** Prerequisite(s) **from:** ARTE 348 or ARTE 580, or permission of the instructor. **To:** ARTE 348 or ARTE 601, or permission of the instructor. **Change** notes **from:** Course offered in Fall. Lab fee: \$15.00. **To:** Course offered in Fall. Lab fee: \$25.00.

Modify ARTE 592. Field Experience in Teaching Art (1:0:8). Change Catalog description **from:** Students will spend a minimum of 8 hours per week in the classroom under the supervision of an art education professor and will work with a mentor teacher in preparation for the final internship experience. Activities will focus on instructional planning, teaching methodology, classroom management and evaluation of teaching and learning to complement content covered in ARTE 550. **To:** Students will spend a minimum of 8 hours per week in the classroom under the supervision of an art education professor and will work with a mentor teacher in preparation for the final internship experience. Activities will focus on instructional planning, teaching methodology, classroom management and evaluation of teaching and learning to complement content covered in ARTE 550. **Change** prerequisite(s) **from:** ARTE 348 or ARTE 580, ARTE 528, ARTE 548 **to:** ARTE528 and ARTE548 and either ARTE348 or ARTE601. **Change** corequisite(s) **from:** ARTE 550 and EDUC 391 or EDUC 660. **To:** For undergraduates: ARTE391 and EDUC390. For graduate students: ARTE550 and EDUC660.

Add: ARTE 601. Explorations in Art Education (3:2:2). This course explores theory and practice of art education through study of developmental stages complemented by observations,

interactions, and teaching activities in P-12 classrooms. Students will also reflect on their own educational experiences as they begin to develop their educational philosophy in art.

Modify: ARTE 686: Change Catalog Title **from:** 686, 687. Drawing Studio for Art Teachers I, II (3) **to:** Studio Workshop I: Drawing for the Art Teacher (3). **Change:** Catalog description **from:** For the art teacher, an introduction to drawing and its application to other studio situations. **To:** For the art teacher, a multi-disciplinary introductory approach to drawing and its classroom applications including aesthetics, art history and classroom infusion. **Change** prerequisite(s) **from:** Permission of instructor. **To:** none. **Change** notes **from:** Lab Fee: \$10. Offered in fall, spring and summer. **To:** Lab Fee: \$40. Offered in lock-step program.

Modify: ARTE 688: Change Catalog title **from:** 688, 689. Sculpture Studio for Art Teachers I, II **to:** Studio Workshop III: 3-D Media for Art Teachers (3). **Change** Catalog description **from:** Broad range of design and media experiences in sculpture. **To:** For the teacher, a multi-disciplinary introductory approach to 3-D Media and its teaching applications including aesthetics, art history, built environment and classroom infusion. **Change:** prerequisite(s) **from:** Permission of instructor. **To:** ARTE692. Studio Workshop II: Painting or the Art Teacher. **Change** notes **from:** Lab Fee: \$25. Offered in fall, spring and summer. **To:** Lab Fee: \$40. Offered in lock step program.

Modify: ARTE 692: Change: Catalog title **from:** 692, 693. Painting Studio for Art Teachers I, II (. **To:** 692. Studio Workshop II: Painting for the Art Teacher(3). **Change** Catalog description **from:** Introduction for the art teacher to traditional painting media and their application in actual studio situations. **To:** For the art teacher,

a multi-disciplinary introductory approach to painting and its classroom applications including aesthetics, art history and classroom infusion. **Change** prerequisite(s) **from:** Permission of instructor. **To:** ARTE686. Studio Workshop I: Drawing for the Art Teacher. **Change:** notes **from:** Lab Fee: \$10. Offered in fall, spring and summer. **To:** Lab Fee: \$40. Offered in lock-step program.

Modify: ARTE 698. Change: Catalog title **from:** 698, 699. Photography Studio for Art Teachers I, I. **To:** 698. Studio Workshop IV: Photo-Digital Media for Art Teachers. (3). **Change** Catalog description **from:** For the art teacher, an introduction to photography and applications to other studio experiences. **To:** For the art teacher, a multi-disciplinary introduction to photo-digital media and its classroom applications including aesthetics, art history and classroom infusion. **Change:** Prerequisite(s) **from:** Permission of instructor. **To:** ARTE 688, Studio Workshop III: 3-D Media for the Art Teacher. **Change:** Notes **from:** Lab Fee: \$25. Offered in fall, spring and summer. **To:** Lab Fee: \$40. Offered in lock-step program.

MODIFY: MA-ARTE from:

The Master of Arts degree program in art education is designed for certified art teachers who wish to continue their professional/ educational development. The program provides opportunities for current art teachers to improve skills in studio art and K-12 art education methodology.

The 36 semester-hour program addresses both elementary and secondary levels in addition to other specialized areas in art education, such as discipline-based arts education, contemporary problems, collaborative programming and assessment in arts education.

During the first semester of study, but no later than the completion of 12 graduate hours toward the program, students must select either the applied studio or research options consistent with individual professional goals.

Applied Studio Option. The applied studio option is intended to further the professional goals of the art teacher who wishes to concentrate on the development of artistic skills. This option allows the practicing teacher to pursue studio interests, to develop practical skills and, at the same time, to develop a broad understanding of contemporary art education theory. In the applied studio option, the degree candidate will be required to complete an exhibition thesis.

Research Option. The research option concentrates on the development of broad understanding in art education methodology and on the development of specialized knowledge. This option requires a research thesis and is designed to enhance the art teacher's professional goals of personal and career improvement and/or intention to pursue doctoral work.

Admission Requirements. For full admission to the MA degree program in art education, all applicants must submit the application and all supporting materials to the Graduate Studies Office by the published University deadlines. **Applications and supporting materials for the studio option must be submitted by March 1 for the summer session or fall semester or September 1 for the spring semester.**

For the research option, the deadlines are as follows: July 15 for the fall semester; December 1 for the spring semester; May 15 for June enrollment; June 15 for July enrollment. In addition, to be eligible for admission to the degree program, the applicant must:

1. Submit an official baccalaureate degree transcript (sent directly to Winthrop from the issuing institution) from an accredited institution. A major in art education, or its equivalent, is required;
2. Submit an official satisfactory score on either the General Text of the Graduate Record Examination, the Miller Analogies Test, or PRAXIS examination. If the applicant's overall undergraduate grade-point average is less than 3.0 on a 4.0 scale, the applicant must score 800 or better on the General Test of the Graduate Record Examination (verbal and quantitative sections), or score 40 or better on the Miller Analogies Test, or an acceptable score on the PRAXIS examination;
3. Submit a current South Carolina Class III Teaching Certificate or equivalent from another state;
4. Submit a resume;
5. Submit a statement of the applicant's philosophy of teaching; and
6. Submit 10-20 slides from the applicant's work (required in applied studio option only).

| Required Program With Semester Applied Studio Option | Hours |
|---|--------------|
| ARTE 648 Curriculum Development in Art Education | 3 |
| EDUC 670 Schooling in American Society | 3 |
| EDUC 681 Advanced Educational | |

- Select 12 hours from ARTE Courses:12
 ARTE 684 Graphic Design for Art Teachers
 ARTE 686 Drawing Studio for Art Teachers I
 ARTE 687 Drawing Studio for Art Teachers II
 ARTE 688 Sculpture Studio for Art Teachers I
 ARTE 689 Sculpture Studio for Art Teachers II
 ARTE 690 Printmaking Studio for Art Teachers I
 ARTE 691 Printmaking Studio for Art Teachers II
 ARTE 692 Painting Studio for Art Teachers I
 ARTE 693 Painting Studio for Art Teachers II
 ARTE 694 Ceramics Studio for Art Teachers I
 ARTE 695 Ceramics Studio for Art Teachers II
 ARTE 696Jewelry & Metals Studio for Art Teachers I
 ARTE 697Jewelry & Metals Studio for Art Teachers II
 ARTE 698 Photography Studio for Art Teachers I
 ARTE 699 Photography Studio for Art Teachers II

- Select 9 hours from ARTH courses: 9**
 ARTH 680 or 681 Graduate Art History
 ARTH 683 Seminar in Aesthetics Theory and Criticism in Art
 ARTH 690, or 691, or 692 Special Topics in Art History

- ARTE 685 Art Education Thesis** 3
Select 3 hours from the following: 3
 ARTS 622 Research in Photography
 ARTS 623 Research in Photography
 ARTS 624 Research in Painting
 ARTS 625 Research in Painting
 ARTS 626 Research in Crafts
 ARTS 627 Research in Crafts
 ARTS 628 Research in Sculpture
 ARTS 629 Research in Sculpture
 ARTS 660 Research in Graphic Design
 ARTS 661 Research in Graphic Design
 ARTS 662 Research in Printmaking
 ARTS 663 Research in Printmaking

Total Semester Hours 36

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

*A prerequisite for EDUC 681, Advanced Educational Psychology, is demonstrable competence in educational psychology which may be shown by passing the CLEP test for educational psychology or by satisfactorily completing EDUC 381, Educational Psychology, or equivalent.

**In the applied studio option, the thesis is in support of a required exhibition project. No credit is given for the exhibition itself.

| Required Program With Research Option | | Semester Hours | |
|--|---|-----------------------|----------|
| ARTE 648 | Curriculum Development in Art Education | 3 | |
| EDUC 670 | Schooling in American Society | 3 | |
| EDUC 681 | Advanced Educational Psychology* | 3 | |
| VPAS 690 | Special Topics in Art Education | | |
| OR | | | |
| VPAS 691 | Special Topics in Art Education | | |
| OR | | | |
| VPAS 692 | Special Topics in Art Education | 3 | |
| Select 9 hours from ARTE Electives: | | | 9 |
| ARTE 684 | Graphic Design for Art Teachers | | |
| ARTE 686 | Drawing Studio for Art Teachers I | | |
| ARTE 687 | Drawing Studio for Art Teachers II | | |
| ARTE 688 | Sculpture Studio for Art Teachers I | | |
| ARTE 689 | Sculpture Studio for Art Teachers II | | |
| ARTE 690 | Printmaking Studio for Art Teachers I | | |
| ARTE 691 | Printmaking Studio for Art Teachers II | | |
| ARTE 692 | Painting Studio for Art Teachers I | | |
| ARTE 693 | Painting Studio for Art Teachers II | | |
| ARTE 694 | Ceramics Studio for Art Teachers I | | |
| ARTE 695 | Ceramics Studio for Art Teachers II | | |
| ARTE 696 | Jewelry & Metals Studio for Art Teachers I | | |
| ARTE 697 | Jewelry & Metals Studio for Art Teachers II | | |
| ARTE 698 | Photography Studio for Art Teachers I | | |
| ARTE 699 | Photography Studio for Art Teachers II | | |
| Select 9 hours from ARTH courses: | | | 9 |
| ARTH 680 or 681 | Graduate Art History | | |
| ARTH 683 | Seminar in Aesthetics, Theory | | |
| ARTH 690, or 691, or 692 | Special Topics in Art History | | |
| ARTE 682 | Research Methods in Visual Arts | | 3 |
| ARTE 685 | Art Education Thesis | 3 | |
| Total Semester Hours | | <u>36</u> | |

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

*A prerequisite for EDUC 681, Advanced Educational Psychology, is demonstrable competence in educational psychology which may be shown by passing the CLEP test for educational psychology or by satisfactorily completing EDUC 381, Educational Psychology, or equivalent.

TO:

The Master of Arts degree program in art education is designed for certified art teachers who wish to continue their professional/ educational development. The program provides

opportunities for current art teachers to improve skills in studio art and to strengthen their knowledge of art history as well as K-12 art education methodology.

The 36 semester-hour low residency, lock-step cohort program addresses both elementary and secondary levels with an emphasis placed on the value of creative problem solving, leadership, and innovation within the field. The two-year program meets one weekend each month during fall and spring semesters for a total of 16 sessions as well as two two-week summer workshops. Participants will be admitted every two years beginning with the summer workshop session.

Admission Requirements. For full admission to the MA degree program in art education, all applicants must submit the application and all supporting materials to the Graduate School by the published University deadlines.

Applications to the program are due every two years on February 15 beginning in 2010. In addition, to be eligible for admission to the degree program, the applicant must:

1. Submit an official baccalaureate degree transcript (sent directly to Winthrop from the issuing institution) from an accredited institution. A major in art education, or its equivalent, is required;
2. Submit an official satisfactory score on either the General Text of the Graduate Record Examination, the Miller Analogies Test, or PRAXIS examination. If the applicant's overall undergraduate grade-point average is less than 3.0 on a 4.0 scale, the applicant must score 800 or better on the General Test of the Graduate Record Examination (verbal and quantitative sections), or score 40 or better on the Miller Analogies Test, or an acceptable score on the PRAXIS examination;
3. Submit a current South Carolina Class III Teaching Certificate or equivalent from another state;
4. Submit a resume;
5. Submit two letters of recommendation from professional practitioners;
6. Submit a statement of the applicant's philosophy of teaching and his or her goals for graduate study; and
7. Interview with the program director.

| Required Program | Semester |
|--|-----------------|
| Year I--Summer Workshop I | Hours |
| ARTE 648 Curriculum Development in Art Education | 3 |
| ARTE 686 Studio Workshop I | 3 |
| Year I—Fall Semester | |
| ARTH I Art History I | 3 |
| ARTE 692 Studio Workshop II | 3 |
| Year I—Spring Semester | |
| ARTH II Art History II | 3 |
| EDUC 670 Schooling in American Society | 3 |

Year II—Summer Workshop
 ARTE 682 Research Methods in Visual Arts 3
 ARTE 688 Studio Workshop III 3

Year II Fall Semester
 ARTH III Art History III 3
 ARTE 698 Studio Workshop IV 3

Year II—Spring Semester
 EDUC 681 Advanced Educational Psych* 3
 ARTE 685 Art Education Thesis** 3

Total Semester Hours 36

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

Justification

We are changing the delivery of the Master of Arts in Art Education (MAAE) program to allow for sequential studio participation of entire cohort. We also wish to effectively integrate studio practice with art education pedagogy. Program modification will make the M.A. in Art Education studio offerings more current with regard to interdisciplinary approaches, classroom applications and project-based emphasis. The addition of modified studio classes allows for greater flexibility in content and enables the full cohort of MAAE students to participate.

MAT-EDUC was approved as amended by deleting Physical Education and Music:

**Center for Pedagogy
 October 15, 2009**

5th Year Track in the Master of Arts in Teaching (MAT) Program

Program Description Section

The 5th year track option in the MAT program is designed exclusively for recent graduates with a bachelor's degree in the fields of Art, Biology, English, French, Mathematics, Social Studies, or Spanish. Candidates for this option must be no more than one year out from graduation.

Program Details Section

Requirements:

| Summer (12 hours) | Comments |
|---|---|
| READ 645 Teaching Content Area Literacy (3) | C Session – restricted to 5 th |
| EDUC 601 Psychology Applied to Teaching (3) | C Session – restricted to 5 th |
| EDUC 600 Teaching in a Democracy (3) | D Session – restricted to 5 th |

| | |
|--|---|
| EDUC 660 Effective Teaching and Management Strategies (3) | D Session – restricted to 5 th |
| Fall (12 hours) | |
| EDUC 605 Educational Assessment (3) | Restricted to 5 th |
| EDUC 602 Technology for the 21 st Century Classroom (2) | Restricted to 5 th |
| EDUC 610 Effective Teaching Practices for Exceptional and Diverse Learners (3) | Restricted to 5 th |
| AREA 591 Content-specific Teaching Methods (3) | Open Section |
| AREA 592 Field Experience (1) | Open Section |
| Spring (9 hours) | |
| EDUC 690 School Internship (8) | Open Section |
| EDUC 695 Capstone (1) | Open Section |

Admission Requirements

- Transcript evaluation of content requirements
- One year time limitation – must begin program within one year of graduation
- 2.75 GPA; no Praxis I unless already attempted and not passed.
- Passing scores on Praxis II content area tests

Admission to Teacher Education

- First competency review at end of Summer C session
- Complete 25 hours youth experience by end of June
- Complete application to Teacher Education Program by July 1
- 3.0 GPA; occurs immediately after Summer D session
- Application for Field Experience and Internship in Summer D session

Admission to Internship

- 3.0 GPA; successful competency review at end of Fall Semester

Program Summary Section

The 5th year track option in the MAT program is designed exclusively for recent graduates with a bachelor's degree in the fields of Art, Biology, English, French, Mathematics, Music, Physical Education, Social Studies, or Spanish.

3. There were no Graduate Faculty Nominations.
4. **Reports:**
Gale Teaster-Woods read Dr. Murnane's report on The Graduate School activities.
5. **Old Business: There was no old business**
6. **New Business:**
Dr. Andrew Doyle was elected of chair of Graduate Council for 2010-1011.

Respectfully submitted:
Laurie Carpenter
April 14, 2010