

**Minutes**  
**Faculty Senate Meeting**  
**October 23, 2012**

- I. Chair Flannagan called the meeting to order at 3:45 PM**  
**Senators Present:** Bausmith, Brogdon, Dittman, Eargle, Engelhardt, Fry, Gourley, Hill-Chapman, Kelley, Kennedy, Kiely, Lowry, Meetze, Moldenhauer, Muller, Nagata, Newman, Ramey, Sacash, Shannon, Singleton, Smolen-Morton, Warters, Whitmire, Zaice  
**Also Present:** Flannagan (chair), Kennedy (parliamentarian)  
**Senators Absent:** Bauer (sabbatical), Carpenter, Warter (excused)
- II. The minutes from the Sept. 25, 2012 meeting were approved as posted.**
- III. Report from the Graduate Council**  
1. School of Education  
Item A. The proposed addition of a new course, EDUC 775, passed.  
Item B. The proposed deletion of five (now replaced) courses passed.
- IV. Old Business – None**
- V. New Business – None**
- VI. Announcements – Various upcoming events were announced and discussed.**
- VII. Adjournment – The meeting adjourned at 3:52 PM.**

**Attachment to the Senate Minutes – October 23, 2012**

**III. Report from the Graduate Council**

**1. Proposal from the School of Education:**

**A. ADD**, on page 216 of the current catalog,

**775 Partnerships in Early Childhood Special Education: Teaming with Parents and Professionals** (3) S, SU. This course will prepare special educators and prospective special educators for the collaborative processes that are an integral part of early childhood special education. Specific information on building and maintaining partnerships with parents, school personnel, and service providers from outside agencies will be provided. Participants will have the opportunity to develop the skills necessary for effective teamwork, including the skills to promote active parental involvement on IFSP/IEP teams and in the transition process. This course provides an overview of the history of collaboration in special education. It also outlines the roles and responsibilities of families, school personnel, and community agencies in the educational process for young children with disabilities ages birth to six years.

**B. DELETE** on pages 214-215, the following courses:

**743 Verbal Processing and the Divergent Learner** (3) F, S, SU. The course explores the divergent learner's needs for specialized techniques in reading and language related instruction. This segment of study focuses centrally upon materials and methods which will enhance the probability of motivation toward reading/writing and effectiveness of the reading/writing process regarding comprehension, retention, analysis, formulation, and connectivity to other subjects. Skills which can be taught to improve verbal test scores are emphasized.

**765 Learning Disabilities: Intervention for Elementary and Middle School** (3) (Prerequisites: EDUC 611, EDUC 761 and PSY 663, or permission of the school) S. This course will focus on intervention techniques and strategies, validated by research and based on sound theory, appropriate for elementary and middle school students who have learning disabilities in the following areas: reading, spoken and written language, math, interpersonal and organizational skills. Techniques for supporting students in regular classrooms and appropriate use of technology to optimize students' learning and independence will also be addressed.

**766 Practicum: Intervention for Elementary and Middle School** (1) (Prerequisites: EDUC 611, EDUC 761 and PSY 663; or permission of the school. Prerequisite/corequisite: EDUC 765) S. This course provides practical experience with application of age-appropriate teaching methods and strategies for elementary and middle school students with learning disabilities. In collaboration with a cooperating teacher, participants will have opportunities to demonstrate

proficiency in modifying activities, materials, and assessments to support the learning and independence of students with learning disabilities. Participants will also plan the incorporation of technological supports to enhance students' achievement and complete classroom tasks.

**767 Learning Disabilities: Intervention for Adolescents and Young Adults (3)** (Prerequisites: EDUC 611, EDUC 761 and PSY 663; or permission of the school) F. This course will focus on intervention techniques and strategies appropriate for secondary students who have learning disabilities. Models of service delivery and strategies to assist students with organization, study skills, test-taking, and handling content information will be addressed. Appropriate use of technology to support learners and optimize independence and planning for transitions to other settings will also be examined.

**768 Practicum: Interventions for Adolescents and Young Adults (1)** (Prerequisites: EDUC 611 EDUC 761 and PSY 663; or permission of the school. Prerequisite/corequisite: EDUC 767) F. This course provides practical experience with application of age-appropriate teaching methods and strategies for students with learning disabilities at the secondary level. In collaboration with a cooperating teacher, participants will have opportunities to demonstrate proficiency in modifying assessments, and adapting assignments and materials to enable adolescents with learning disabilities to cope with classroom demands. Participants will also plan for the incorporation of appropriate technological supports to enhance students' achievement.

**Rationale for A:** Upon notification of the recent proposal from the State Department of Education (see below) for a new area of special education certification, Drs. Nixon & Bausmith met with local school district special education directors about the need for early childhood special education courses. Two courses were taught during summer 2011 and two were taught summer 2012. EDUC 775 is an additional required course that we were asked to provide for local school personnel and Project CREATE participants. FMU has also been contacted by school districts outside the Pee Dee area about providing these required courses for their district personnel.

The School of Education has three current faculty members who are qualified to teach this course: Partnerships in Early Childhood Special Education: Teaming with Parents and Professionals.

Proposed Amendments to 24 S.C. Code Ann. Regulations 43-62 (Supp. 2009), Requirements for Additional Areas of Certification.

Effective July 1, 2016, all individuals working as Early Childhood Special Education teachers will be required to hold certification in Early Childhood Special Education. Individuals who have three (3) years teaching experience within the last five (5) years with young children with disabilities (birth to six years) will be granted add-on certification in Early Childhood Special Education by completing two courses within five years.

**Rationale for B:** These courses have been replaced with updated courses and therefore no longer offered.