To: Special Education Faculty, Department of Exceptionality Programs
From: Dr. Tim Knoster
Date: August 23, 2013
Re: Special Education Program Area Meeting: Wednesday, September 4, 2013 – Navy Hall 107 (3:00-4:00 p.m.)

AGENDA:

3:00 – 3:15 1) MTSS: Undergraduate Program
- COE Expansion & Performance Expectations (Tim)
- Proposed Promising Teacher Candidate Rubric (Maureen)
- Freshmen Workshop on Professionalism (September 7, 2013) (Tim)
- Continued Mystery Motivator Implementation SPECED 275 & 358 (Tim)
- Referrals for Expanded Tier 1 Intervention/Supports (Tim)

3:15 – 3:40 2) Advisement Matters – Fall 2013

Undergraduate Program
- Guidance Materials for Advisement Process (Phil)
- Academic Advisement Syllabus (Tim)
- SPECED 099 (Tim)
- Freshman Pilot of MAPWORKS (Tony)
- PAPA Supports (coordinated COE approach) (Tim)
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- Proposal to offer SPECED 516 exclusively as on-line course in the future (Tim)
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- Description of how we are organizing graduate advisement moving forward (Darlene, Jim & Tim)
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- Within Program Targets
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  - Explore ways to expand teaching experiences associated with lesson plan development for our majors
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Important Announcements/Additional Information (Please read and respond as relevant)

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Academic Advising Syllabus
Bloomsburg University of PA

Advisor: Marika Handakas, Psy.D.

Office: Suite 221 Student Services Center
Bloomsburg University

Phone: 570 389 4271 or 570 389 4003

E-Mail: mhandaka@bloomu.edu

Advising Office Hours: By appointment

Text/Materials: University Catalogue
University Advising Web Resources

Academic Advising Description/Definition

Academic advising is an educational process that, by intention and design, facilitates students’ understanding of the meaning and purpose of higher education and fosters their intellectual and personal development toward academic success and lifelong learning. (NACADA, 2004)

At Bloomsburg University, academic advising provides students with the opportunity to build a relationship with their advisor for the purpose of gaining assistance in planning their educational career, in learning the skills needed for academic success, and in learning how to access the variety of resources and services available to them on the BU campus.

Academic advising is a collaborative educational process whereby students and their advisors are partners in meeting the essential learning outcomes, ensuring student academic success, and outlining the steps for achievement of the students’ personal, academic, and career goals. This advisor/student partnership requires participation and involvement of both the advisor and the student as it is built over the student’s entire educational experience at the university. Both the student and the advisor have clear responsibilities for ensuring the advising partnership is successful.

Advisor Responsibilities – What You Can Expect

You can expect me as your advisor to:
- Understand and effectively communicate the curriculum, graduation requirements, and university and college policies and procedures
- Encourage and guide students as they define and develop realistic goals
- Encourage and support students as they gain the skills to develop clear and attainable educational plans
- Provide students with information about and strategies for utilizing the available resources and services on campus
- Assist students in understanding the purposes and goals of higher education and its effects on their lives and personal goals
- Monitor and accurately document students’ progress toward meeting their goals.
- Be accessible for meeting with advisees via office hours for advising, telephone, e-mail, or web access.
- Assist students in gaining decision making skills and skills in assuming responsibility for their educational plans and achievements.
- Maintain confidentiality
- Assist students in working closely with their professors.

**Advisee Responsibilities – What You Are Expected To Do**

As an advisee, you have clear responsibilities in the advising partnership in order to be successful:

- Schedule regular appointments or make regular contacts with advisor during each semester
- Come prepared to each appointment with questions or material for discussion
- Be an active learner by participating fully in the advising experience.
- Ask questions if you do not understand an issue or have a specific concern
- Keep a personal record of your progress toward meeting your goals.
- Organize official documents in a way that enables you to access them when needed.
- Complete all assignments or recommendations from your advisor
- Gather all relevant decision-making information
- Clarify personal values and goals and provide advisor with accurate information regarding your interests and abilities.
- Become knowledgeable about college programs, policies, and procedures
- Accept responsibility for decisions

**Expected Student Learning Outcomes for the Academic Advising Experience**

Through the academic advising experiences at Bloomsburg University,

- Students will demonstrate the ability to make effective decisions concerning their degree and career goals.
- Students will develop an educational plan for successfully achieving their goals and select courses each semester to progress toward fulfilling that educational plan.
- Students will demonstrate an understanding of the value of the general education requirements.
- Students will utilize the resources and services on campus to assist them in achieving their academic, personal, and career goals.
- Students will make use of referrals to campus resources as needed.
- Students will be able to accurately read and effectively utilize a degree audit in their educational planning.
- Students will graduate in a timely manner based on their educational plan.

**Demonstrating Your Achievement of Learning Outcomes**

In order for you and your advisor to accurately measure and document that you have achieved the learning outcomes for academic advising, the two of you will develop an on-going portfolio of your advising work. This portfolio will consist of a variety of documents including your
educational plan, your semester schedules, collaborative work done due to various referrals on campus, and a variety of documents that you and your advisor will develop together to demonstrate your achievement of these outcomes.

**Assistance With Issues Involving Disabilities**

Bloomsburg University is dedicated to providing equal opportunity and access for every student. It is important that if you feel you need accommodations for a learning or physical disability that you make your advisor aware of these accommodations. In some cases, your advisor may refer you to the Accommodative Services Office for assistance. The staff of Accommodative Services provides a broad range of supportive services in an effort to ensure that the individual needs of each student are met. In addition, the staff functions as an advocate for students with disabilities on the BU campus. Through active involvement with all areas of the University, the office is able to monitor conditions relevant to students with disabilities and to provide help with decisions affecting their quality of life.
**SPECED 099: Process and Documentation of Completion**

**General Overview**

Students will formally enroll in SPECED 099 in either the fall or spring semester of a given year. When a given student enrolls will be based on how far along s/he is in earning the 30 required hours of documented service in Best Buddies, Student CEC or Trinity House. Fulfillment of this requirement and when the student should schedule SPECED 099 should be a standard part of the discussion during advisement sessions commencing first semester freshman year. It is imperative that students enroll in the correct section of SPECED 099 which lists his or her faculty advisor as the instructor. Students should complete SPECED 099 by NO LATER THAN the fall of his/her junior year (with rare exception). Students should be encouraged to begin “banking” documented hours in the respective service organization that the student selects (using the documentation sheet provided through that service organization). Students are encouraged to be involved with more than one of these three service organizations based on interest and availability of time. As such, a student is permitted to use a compilation of hours of service to meet this 30 hour requirement by either 1) total hours of service from within one service organization or 2) a combination of service hours from any combination of these three service organizations.

**Documentation of Completion**

Each given student’s advisor will be responsible to document via BOLT at the end of the given fall or spring semester in which the student (advisee) enrolls in SPECED 099 an indication of completion. A grade of “Pass” or “Fail” is to be used for SPECED 099. Faculty may have students submit required documents via BOLT (drop box) for SPECED 099 or through other means if preferred by the faculty advisor. Successful completion is to be determined by the student’s advisor based upon review of submitted required materials. Required materials for submission by the student and review by the advisor include 1) the relevant documentation form of service hours completed and 2) the Self-reflective Report associated with SPECED 099. The review process of these submitted materials by the advisor will operate in a parallel manner as to advisor review of the completion of the required diversity requirement (with the major difference being that the student will earn 1 GEP in Goal Area 10 for completion on SPECED 099). There should be no reason why a student should not be able to complete the required 30 hours in one semester given that s/he schedules for SPECED 099 as described above. However, in the event of unusual circumstances, a given student may be awarded an “Incomplete” (with associated paper work associated with award of an “I”) to allow additional time for completion of SPECED 099 if warranted (however this should be a rare occurrence).
SPECED 099: Documentation of 30 Hours and the Student Reflection Report

Student Name: ______________________  Student I.D. Number: __________________

Faculty Advisor Name: __________________ Date of Submission to Advisor: _______________

Faculty Advisor Signature verifying completion: ___________________________________________

The student is responsible to submit a copy of 1) documentation as evidence of successful completion of 30 service hours in Student CEC, best Buddies and/or Trinity House and 2) a copy of the Student Reflection Report. Both of these materials are to be submitted in a timely manner directly to the student’s advisor as stipulated by the faculty advisor. The student is to word process responses to the reflection/writing prompts noted below. The response for each reflection/writing prompt must be (at a minimum) 500 words in length (1000 words total between the two reflection/writing prompts).

1) How did my 30 service (volunteer) hours benefit an individual (or individuals) with disabilities?
2) How did my 30 service (volunteer) hours benefit me in my preparatory experiences as an aspiring teacher?
Best Buddies Volunteer Activities Form

In order to be considered an active member in Best Buddies you are required to: 1) attend scheduled meetings and events throughout the semester, 2) participate in at least one fundraiser per semester, and 3) participate on at least one Best Buddies planning committee. As a peer buddy you must also: 1) have at least one weekly contact with your buddy and two one-to-one activities, and 2) complete your monthly friendship update online with bestbuddies.org. When you attend and/or participate in a meeting or event you should have the person in charge of the meeting or event sign this form documenting that you participated. All documented hours are applicable towards service hours required in SPECED 099 (when relevant). Signatures should be obtained at each meeting/event and not retro-actively after a meeting/event. Please direct any questions to Dr. Tucker.

<table>
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<th>Peer Buddy Name:</th>
<th>Buddy Name:</th>
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**BEST BUDDIES ACTIVITY LOG**

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<tr>
<th>Date &amp; Time</th>
<th>Weekly contacts w/ Buddy (identify nature of contact)</th>
<th>One-to-One Activities w/ Buddy (identify activity)</th>
<th>Meetings Attended (enter checkmark)</th>
<th>Fundraisers Attended (name of fundraiser)</th>
<th>Committee Participation (name of committee)</th>
<th>Events (Name of event)</th>
<th>Signature</th>
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<tr>
<th>Date</th>
<th>Hours</th>
<th>Activity/Event</th>
<th>Signature</th>
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### Promising Teacher Candidate Nomination Form

Note: The examples provided serve as a guide; nominations are not limited to the examples listed below.

<table>
<thead>
<tr>
<th>Category</th>
<th>Criteria</th>
<th>Examples</th>
<th>Non-Examples</th>
</tr>
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<tbody>
<tr>
<td><strong>Academic Excellence</strong></td>
<td>The nominated individual has gone above and beyond the expectations for academic performance associated with coursework. The nominee demonstrated content mastery through highly accomplished (exemplary) work.</td>
<td>• Performs assigned responsibilities at an exceptionally high level&lt;br&gt;• Contributes in an exemplary manner to the academic setting in a way that subsequently positively impacts his/her peers - (e.g., serving as a resource to fellow students)</td>
<td>• Simply meets participation expectations in terms of quality of work&lt;br&gt;• Simply meets work submission expectations in terms of due dates.</td>
</tr>
<tr>
<td><strong>Service Contributions</strong></td>
<td>The nominated individual has gone above and beyond what is generally expected of our majors for service work. The nominee made a significant impact (beyond the basic expectations) for the student organization.</td>
<td>• Volunteers with great frequency for additional tasks and works diligently on special projects&lt;br&gt;• Fulfills extra duties with high quality outcomes that go beyond basic expectations for service.</td>
<td>• Simply is participating member of volunteer organization</td>
</tr>
</tbody>
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Name of Student Nominee __________________________________  ID# __________________

Category ____________________________________________________________

Faculty Member Submitting Nomination _________________________________________________________________

Date: ___

Please provide a brief description as to how the nominee has demonstrated criteria relevant to this nomination: