Special Education Faculty, Department of Exceptionality Programs

Wednesday, October 31, 2012 – Navy Hall 107 (3:00 – 4:00 P.M.)

Attended: Drs. Lylo, Karpinski, Knoster, Pang, Perner, Walsh, Wert, Wilson, van der Jagt

Excused: Dr. Zilz

Meeting minutes

1) Advisement Matters/Updates Fall 2012

Both internal and external transfer students starting at BU in the spring of 2013 must take our USEM in spring 2013. Dr. Walsh will teach this course in spring 2013. Based on the discussion with the Dean of COE, a decision has been made to hold on processing request for experimental SPECED 100 Orientation to special education. However, the course content initially proposed to cover in SPECED 100 will be covered in USEM and thus USEM will serve the needs for our internal and external students.

Dr. Karpinski shared a student teaching issue concerning transportation matters associated with student teaching. It is recommended that faculty go over transportation issues and advise students to get driving license and arrange transportation prior to student teaching semester.

Dr. Walsh brought up issues that four of her advisees already scheduled classes before they came to the advisement meeting and two student advisees scheduled classes that do not count towards required coursework. If something like this happens, make it clear to student advisees which courses will NOT count towards program completion. Also, add a note to student advisees’ folder documenting such conversations took place at your advisement meeting.

Dr. Perner requested faculty provide comments/suggestions about Danville practicum candidates. There are 40 candidates who applied for this practicum and we really want to select the ones that best represent our department, so please provide recommendations about these candidates.

Math courses: if students take a Math course at a community college with the intent of it transferring in as MATH 201, check the list of schools that have approved coursework aligned for this particular course (Crystal or Dr. Knoster have the list) about which Math course at which community college can be transferred as Math Concept I (Math 201). Also, in any case of such a course transfer the specific math course will be transferred to BU as Math 199 and only after student advisee takes and passes Gateway Test will this Math 199 changed to Math Concept I (Math 201).

Summer courses are not guaranteed. Students cannot rely (with 100% certainty) on the availability of summer courses to plan for student teaching or graduation. Please advise students that relying on availability of summer coursework to complete required coursework is done at that student’s own peril.

2) Multi-tiered Systems of Support in Special Education Program

Dr. Knoster opened floor for any discussion/suggestions regarding Multi-tiered Systems of Support in Special Education Program. The list of Cycle 2 Nominations for Promising Teacher Candidates was
distributed as well as two templates of letters (letter on green sheet is for first time nominee and that on blue sheet for repeat nominee) that will be go out to these nominations.

Dr. Knoster asked faculty to provide suggestions about any changes about these templates. Discussions focused on whether it is necessary to provide a standard definition/rubric in order for faculty to nominate promising teacher candidate. Also, should nominations stay on a structured cycle or should faculty suggest rolling nominations with Dr. Knoster providing a reminder prompt? Faculty preferred to not move to a standard rubric (at least at this time) as well as moving to rolling nominations.

Promising teacher candidates were nominated mainly based on their course performance and/or services at student professional organizations such as Trinity House, Best Buddies, and SCEC. When nominating students, please provide Dr. Knoster with a specific description and precise explanation of how the nominees excel in course work or services/why you nominated the student as an exemplary student.

In terms of informal tracking of students who appear to show some initial indicators for concern, to date there are 24 students being informally tracked by Dr. Knoster. Out of the 24, only 3 students have had more than one referral and therefore have been provided with additional Tier 1 supportive intervention. These 3 students are (primarily) are engaging in formal reflection journaling with varying schedules for submission ranging between weekly to monthly submission to Dr. Knoster with copy to his/her program advisor. Dr. Knoster reported that this system seems to be working as envisioned and is manageable as a form of early intervention at the Tier 1 level.

3) Proposed change in Special Education Post-baccalaureate Certification Program

The proposal to dual list SPECED 417 & 517 and SPECED 449 & 544 was distributed accompanied with discussion. Dr. Wilson expressed concerns of dual listing SPECED 449 & 544 Assessment and Planning course. For example, dual listing may decrease the amount of time the graduate students work with students with special needs and graduate students may not have adequate time to do hands on activities. Rationale of need for dual list this course was shared by Drs. Knoster and Perner. Dr. Karpinski moved to dual list SPECED 417/517 and 449/544 course. Dr. Pang seconded the motion. Faculty unanimously approved to dual list SPECED 417/517 and 449/544. Request to dual list SPECED 417/517 and SPECED 449/544 will be submitted through the curricular review process here at BU for approval.

Agenda item #4 IEP writer and #5 Special education speaker series concept (in collaboration with Jones Center) were tabled for a future program meeting. Handouts of IEP writer were distributed. Faculty were encouraged to look over the handout and if faculty like to further discuss it, it will be built into future program meeting agenda.

Meeting adjourned at 4:10 pm.

Respectfully submitted by Angela Pang