

## SPED Program Meeting

September 22, 2009

*In attendance: Agnello (left at 1:18), Anderson, Baxter, Beattie (left at 1:48), Cooke, Knight (left at 1:18), Lo, Matthews, Romanoff (arrived at 12:54), Sherry, Spooner, Test, White, C. Wood, and W. Wood*

Meeting called to order at 12:33.

- Minutes for Approval (September 1) (*Dr. Baxter*): The group was asked to look over the minutes from the last meeting. Motion for approval? Dr. Cooke questioned the notation stating that the revisioning work was to be completed by September 22ish. Dr. Baxter noted that that was just a notation in one of the headings in the September 1<sup>st</sup> agenda. So, that will remain. No other comments were made. Dr. Baxter asked if the minutes were approved as presented? Yes; minutes were approved.
- Graduate Certification in Autism (*Dr. Sherry, Barbara Agnello, and Vicki Knight*): Dr. Sherry started things out by explaining the work being done to establish a graduate certificate in Autism Spectrum Disorders in the spring. Barbara and Vicki have been working with him during the spring and summer. There have been four course outlines put on the J-drive for folks to look at. Vicki stated that the three of them discussed the importance of this effort. She has had 10 years of experience in this field. Barbara added that she has about 15 years of experience with autism spectrum disorders. Vicki highlighted some background information on the topic: autism affects 1 in 150 people of all races, cultures, and backgrounds... it is more prevalent in boys (1 in 94 boys is on the autism spectrum)... it's the fastest growing developmental disability in the United States. Part of the rationale for the need for this graduate certificate is a national and state need for parents, teachers, and therapists to have knowledge and skill in research-based practice for students with autism spectrum disorders. Barbara added that a lot of the information on this subject that is found on the internet is incorrect. There are two options for the certificate: parents and paraprofessionals... and professionals (speech/language pathologists, teachers, etc.)

Dr. Sherry began reviewing the four courses included in the certificate.

**Course 1:** *Nature and Needs of Autism Spectrum Disorders* – This course prepares students to identify research-based practices and promising practices to address needs and supports across the life span for individuals with autism spectrum disorders.

The faculty discussed the course's potential number (4000-level?, 5000-level?, 6000-level?) and how this would affect availability to different levels of students.

**Course 2:** *Communication, Daily Living, and Social Skills for Autism Spectrum Disorders* – This course prepares students with the technical skills necessary to identify effective intervention practices in the areas of communication, daily living, and social skills for individuals with autism spectrum disorders in the least restrictive environment.

Dr. Wood (Charlie) wanted to know if there would be practicum opportunities for students. Barbara responded that they are thinking about Course 4. Dr. Test wanted to know what it is that they hope for students to come out with. Barbara responded that it would be for students to understand the basis of the function of behavior. With regard to "course topics" for this course, Dr. Test also noted that there was no mention of employment. Not all of these kids will go on to go to college, so he feels "employment" should be covered.

**Course 3:** *Program Design and Development for Autism Spectrum Disorders* – This course prepares students with the proficiency necessary to conduct formal assessments, implement research-based interventions, and evaluate outcomes for individuals with autism spectrum disorders.

It was pointed out that this course will not be for parents, but rather for professionals.

**Course 4:** *Program Assessment for Autism Spectrum Disorders* – This course prepares students to evaluate programs for autism spectrum disorders on a systems level in accordance to researched-based practices and promising practices.

The faculty discussed the lack of a licensure component in this state in autism. Also discussed was the process for getting this approved through the necessary levels. It was noted that this is just being added to an existing program. Dr. Spooner wanted to know how this interfaces with the revisioning process. Dr. Sherry responded that they were not looking at the revisioning process as they were putting this together. Dr. Wood (Wendy) noted that it seemed like there would be heavier enrollment in the first two courses. The potential course scheduling was discussed (such as offering the first two courses in the fall, and the second two courses in the spring). The next step would be getting consensus from the group... is this something that we want to pursue? The faculty then discussed who would be teaching these courses. Dr. Sherry believes that we will have enough people to teach these courses. Dr. Wood (Wendy) wanted to know if we have any real evidence to know how many people would actually want to take these classes. Dr. Test suggested that we check the enrollment of the similar courses held at ECU. Dr. Sherry said that he would get this information.

Do we have a motion to support moving forward with this? Dr. White made a motion to support... Dr. Wood (Charlie) seconded that motion. The motion is to move it to the next steps, which will be to bring it to the entire department and then the college. The faculty agreed to move forward (given that their questions are answered regarding staffing the courses, marketing issues, etc.)

- IEP Project currently housed in Student Teaching (*Dr. Baxter*):
  - ◆ Project components introduced in 3173, 5173, 4170: the project was done in the first semester of student teaching. Do we retain this IEP Project? If so, how are we going to fit this in? Where are we fitting in having our students do an IEP presentation? Dr. Cooke thought we could modify this... have them participate in a regularly scheduled IEP. Dr. Wood (Wendy) wondered if we could have the students sit in on an IEP and then evaluate how well it was run. The topic was further discussed.
- Program Re-visioning: Revisioning work to be completed by October 9 (*Dr. Baxter*): The SPED Adapted Curriculum Master Matrix and the SPED General Curriculum Master Matrix were distributed. When the faculty develop their course outlines, they need to outline what they are doing (what activities there are) that will support our evidences. Dr. Baxter told the group that we do not have a model to go by. She also stressed to the group that we have got to have all our course outlines done by October 9<sup>th</sup>, at the very latest. They **must** be done by that date. She has designated sub-committees, but they are not set in stone. We need to be looking at everything individually, and then in small groups. She had hoped to begin working on this today, but we have run out of time.

Information items included on the agenda:

- ◆ Access to shared program information: **j-drive** (*Directions*: Click on My Computer; under Network Drives – click on My Dept [j]; See file titled: **SPED Revisioning Folder**.)
- ◆ **In SPED Revisioning Folder**, see folder: **MATRIX\_Curriculum Alignment**. This folder contains an updated MATRIX for the AC and GC programs and a curriculum alignment chart on Excel. These files still need “tweaking” for accuracy.
- ◆ **In SPED Revisioning Folder**: Revise all program courses using new course outline. See **Course Outline COED09.doc**.
- ◆ **In SPED Revisioning Folder**: Save an electronic copy of new course outlines and other required information in the **AC Program folder** or the **GC Program folder** by **October 9**. See directions on the Course Outline Subcommittee document regarding naming of each file.
- ◆ Need transition plan (6691) - Wendy

Next program meeting will be October 6<sup>th</sup>.

Meeting adjourned: 1:50