**AUBURN UNIVERSITY**

**RSED 8950 SYLLABUS**

**Special Education, Rehabilitation, & Counseling**

1. **Course Number: RSED 8950**

**Course Title: Seminar in Specialization: Administration and Supervision**

**Credit Hours: 3 semester hours**

**Instructor: Doris Hill**

**Contact information: hilldol@auburn.edu**

**Office Hours: upon request**

**Class meeting: 12:30 PM to 4:15 PM June 30-August 1, Haley Center 2222**

1. **Date Syllabus Modified: May 7, 2025**\* the syllabus is subject to change
2. **Texts:**Select articles provided on Canvas.

**Required Books:**

Morrison, J. Q., & Harms, A. L. (2018). *Advancing evidence-based practice through program evaluation.*Oxford.

LeBlanc, L. A., Sellers, T. P., & Alai, S. (2020). Building and sustaining meaningful and effective relationships as a supervisor and mentor. *Cornwall on Hudson, NY: Sloan Publishing*.

1. **Course Description:**

This course will address knowledge and skills outlined in Section I of the Behavior Analyst Certification Board’s ® BCBA Task List (5th Ed.) The class will focus on the unique demands of providing supervision and mentoring in agencies, schools, and other professional settings related to applied behavior analysis and special education. Students will also be exposed to the range of jobs for which supervision is a part of job responsibilities.

1. **Course Objectives:**
	1. Students with state the reasons for using behavior-analytic supervision and the potential risks of ineffective supervision (l-1)
	2. Students will establish clear performance expectations for the supervisor and supervisee (l-2)
	3. Students will select supervision goals based on an assessment of the supervisee’s skills (l-3)
	4. Students will train personnel to completely perform assessment and intervention procedures (l-4)
	5. Students will use performance monitoring, feedback, and reinforcement systems (l-5)
	6. Students will use a functional assessment approach to identify variables affecting personnel performance (l-6)
	7. Students will use function-based strategies to improve personnel performance (l-7)
	8. Students will evaluate the effects of supervision (l-8)
	9. Students will articulate a personal philosophy as related to supervision.
	10. Students will explore the characteristics and roles of professionals in a variety of supervisory positions.
	11. Students will identify and integrate professional research related to issues that surround supervision.
	12. Students will demonstrate knowledge of resources and materials necessary to prepare a supervisory experience.
	13. Students will articulate various evidence-based supervision practices.
	14. Students will explore professional opportunities related to supervision.
	15. Students will demonstrate proficiency in written communication.
	16. Students will demonstrate their ability to present material and expectations effectively.
	17. Students will conduct a program evaluation to demonstrate knowledge assessing program efficacy

1. **Tentative Course Content and Schedule:**

|  |  |  |  |
| --- | --- | --- | --- |
| **Date** | **Topics** | **Reading/Assignments/Materials** | **Assignments Due** |
| Week of June 30 | Introduction to Program EvaluationIntroduction to Supervision | Morrison & Harms Chapter 1-3LeBlanc et al. Chapter 1 & 2 |   |
| Week of July 7 | Evaluating Implementation and Professional Learning | Articles: Codding et al. (2005)Strohmier et al. (2014) | Reading quiz |
|  | Developing an Evaluation PlanPast Relationships, Culture and Supervisory Relationships |
| Week of July 21 | Teaching Meaningful Repertoires—Learning from expertsOrganization/Time MgtStructured Problem Solving | LeBlanc et al. Chapter 5-8Articles : Sellers et al. (2016), Garza et al. (2018) | Program Evaluation Logic Model DraftReading quiz |

Week of IEP Activities Le Blanc et al., Ch 9-11 Program Eval

July 28. On campus Logic Model

 -Interpersonal and Final copy

 Therapeutic

 Relationships

 -Eval. of Supervision

 -Resolving problems

 In Supervisor

 Relationships

1. **Course Requirements/Evaluation:**

**IEP Evaluation (15 points)**

Students will be given two completed IEP submissions and a grading rubric. Students will evaluate each IEP submission and complete a grading rubric. Completed rubrics will be compared to a previously completed rubric. The grade will be assigned based on the extent to which each of the student’s rubrics match the comparison rubrics using the percentage of rubric items that are in agreement (e.g., 90% agreement would be 13.5 points).

**Reading Quizzes (5×1 points each = 5 points total).**Students will complete five quizzes throughout the course. Each quiz will assess students understanding of the articles assigned to the particular class topic. All quizzes will be taken and submitted via Canvas, and will be due at the class start time on the day of class. **No late quizzes will be accepted**.

**Supervision Reflection (20 points):**Students will interview a professional within their field they engage in supervisory activities. Students will discuss evaluation with the supervisor including how frequently, what procedures they use for training and supervision, and any other pertinent information. Students need to describe/outline the evaluation process and obtain a blank copy of the tools/instruments the supervisor uses in evaluation. Students will write a minimum 3-page reflection paper on the roles and responsibilities, process, opportunities, and challenges the supervisor encounters in his or her particular position. *(Objectives D, E, F)*

**Supervision Activities - Behavior Skills Training (25 points):**Students will design a training protocol to teach a colleague or other natural change agent to implement a behavior analytic intervention. Students will complete one performance assessment to assess their competence implementing behavioral skills training. Students will train a colleague or other natural change agent to implement a behavior analytic intervention using behavioral skills training. The training will be video recorded and will be submitted via Box. Students will create: treatment fidelity checklist for trainer behavior and treatment fidelity checklist for trainee behavior. The rubric for the Performance Assessment can be found on Canvas. *(Objectives A, C, D, E)*

**Program Evaluation (20 points)**

Students will write a plan for program evaluation in the form of a logic model. Students may choose to make a plan for their current program in which they teach during the school year or plan an evaluation of a program they have directly observed. *(Objective Q)*

**Supervision Issues (15 points):** Students will select a supervision issue from the topics listed below. They will write a 3-page paper describing the issue and provide relevant research and evidence-based recommendations. *(Objectives B, C, D, E, G, H)*

      ***Topics:***Distributed Leadership and Coaching, Ethical Issues, Multicultural Issues, Generational Issues, Technology, Transition to Supervisor, Evaluation

**Grading**

|  |  |  |  |
| --- | --- | --- | --- |
| Reading quizzes | 5 |  | **Grading Scale** |
| \*Supervision Reflection | 20 |   | 90-100 = | A |
| Supervision Activities - BST | 25 |   | 80-89  = | B |
| Supervision Issues-Paper & Discussion | 15 |   | 70-79  = | C |
| \*IEP Evaluation         | 15 |   | 60-69 = | D |
| \*Program Evaluation | 20 |   | 0-59 | F |
| **Total** | **100** |   |   |   |

**Class Policy Statements:**

**Communication:**All communication with the instructor should be through Auburn email, the official form of communication. No messages sent through the Canvas messaging feature will be read. If you want Dr. Flores to receive your message, send an email to mflores@auburn.edu or mmf0010@auburn.edu.

**Extra Credit*:*** There is an RSED 8950 policy that no extra credit opportunities will be provided outside of the activities and assignments described in this syllabus. Final grades will be comprised of points earned on the activities, tests, and projects described in the syllabus.

**Instructor feedback*:***If emailed **one week before the due date and the student has completed relevant assigned drafts**, the instructor will provide feedback on any assignment prior to its due date. Email completed draft or request for feedback on your video in Box (mflores@auburn.edu) no later than the **week before the due date** and the instructor will provide suggestions, recommendations,  etc… for corrections. The instructor will not check Canvas for feedback requests.

 **Attendance:**  Students are expected to attend class and participate in class discussions and activities and will be held responsible for any content covered in the event of an absence. **Participation for distance education students** is defined as watching class recordings prior to the next class meeting.

**Excused absences**: Students are granted excused absences from class for the following reasons: illness of the student or serious illness of a member of the student’s immediate family, the death of a member of the student’s immediate family, trips for student organizations sponsored by an academic unit, trips for university classes, trips for participation in intercollegiate athletic events, subpoena for a court appearance, and religious holidays. Students who wish to have an excused absence from class for any other reason must contact the instructor in advance of the absence to request permission. The instructor will weigh the merits of the request and render a decision. The student must notify the instructor prior to the occurrence of any excused absences. In no case, shall verification of approved absences occur more than one week after the absence. Appropriate documentation for all excused absences is required. Please see the [*Student Policy eHandbook*](http://www.auburn.edu/student_info/student_policies/)for more information on excused absences.

**Make-Up Policy:**Arrangement to make up a missed assignments, tests and final exam major examination may only be made if there is notification of university-approved absence prior to the assigned date. (Students may not miss an assignment or test without some type of prior notification such as email or phone message). With notification and evidence of excused absence, the student may submit the assignment or take an exam one week following the student’s return to class.

***Assignments:*** All written assignments are expected to conform to the current style manual of the American Psychological Association (APA). This includes the use of person-first language (i.e. “child with a disability” rather than “disabled child”). Written assignments are expected to be typewritten, grammatically accurate, and free of spelling and typographical errors. Assignments are to be of a quality that would be expected of a professional.

* All assignments and quizzes must be turned in via Canvas the day each are due at the beginning of the regularly scheduled class time. **No late assignments**will be accepted unless the instructor has received **prior notice of absence** (via phone, email, etc…) that can be verified as a university approved excuse. No late assignments means that a grade of zero will be assigned. When prior notice is provided and the student has a university approved excuse, he or she will have **one week** from the time he or she returns to class to turn in the assignment.
* **NOTE: Any assignments completed and/or submitted that do not comply with the above requirements will be returned and will not be accepted for credit.**
* ***Classroom Behavior and Honesty:*** Students are expected to read and adhere to all classroom polices in the Auburn University Policies site regarding classroom behavior and honesty (<https://sites.auburn.edu/admin/universitypolicies/default.aspx>).
* ***Classroom Behavior:* “**Behavior in the classroom that impedes teaching and learning and creates obstacles to this goal [learning] is considered disruptive and therefore subject to sanctions… Students have the responsibility of complying with behavioral standards… Examples of improper behavior in the classroom (including the virtual classroom of e-mail, chat rooms, telephony, and web activities associated with courses) may include, but are not limited to the following: arriving after a class has begun; use of tobacco products; monopolizing discussion; persistent speaking out of turn; distractive talking including cell phone usage; audio or video recording of classroom activities or the use of electronic devices (including cell phones) without the permission of the instructor; refusal to comply with reasonable instructor directions; employing insulting language or gestures; verbal, psychological, or physical threats, harassment, and physical violence.” (See Auburn University Policy Site <https://sites.auburn.edu/admin/universitypolicies/default.aspx>).
* ***Honesty Code:*** The University Academic Honesty Code and the University Policy Site Regulations pertaining to Cheating will apply to this class (<https://sites.auburn.edu/admin/universitypolicies/default.aspx>). The Auburn Academic Honesty Code is found in both the University Policy Site and the Student Government Association’s Code of Laws. Students are to read the honor code carefully, making sure they understand the policy, its implications for their work (e.g. tests, reports, papers, projects), and the consequences of code violation.  Non-compliance with this policy will result in formal action with the university academic honesty procedures.  Among other things, students are responsible for understanding the definition of plagiarism.  Individuals are to (a) reference materials they use, and (b) reference only material they access directly.  Individuals who copy or use ideas from the works of others without properly acknowledging the author, risk grave consequences.

***Accommodations:*** Students who need accommodations are asked to electronically submit their approved accommodations through AU Access and to arrange a meeting during office hours the first week of classes, or as soon as possible if accommodations are needed immediately. If you have a conflict with office hours, an alternate time can be arranged. To set up this meeting, please contact your supervisor by e-mail. If you have not established accommodations through the Office of Accessibility, but need accommodations, make an appointment with the Office of Accessibility, 1228 Haley Center, 844-2096 (V/TT).

* ***Student Academic Grievance Policy:***The purpose of this university policy is to “resolve academic grievances of students, which results from actions of faculty or administration. This resolution should be achieved at the lowest level and in the most equitable way. The burden of proof rests with the complainants.”  See University Policy Site for steps toward redress <https://sites.auburn.edu/admin/universitypolicies/default.aspx>.

***Confidentiality:***Respect family rights to privacy, the identity of children and families will be confidential.

***Contingency Plan:*** In the unlikely event that either instructor(s) or students are unable to attend class due to serious infectious illness (documentation required), assignments and will be made available on Canvas for completion or submission.