

**FRANCIS MARION UNIVERSITY: DESCRIPTION OF PROPOSED
NEW COURSE or MODIFICATION OF AN EXISTING COURSE**

Check the appropriate box: ☒ **X** New Course ☐ Course Modification

Department/School EDUC Date 02/22/21

Course No. or Level 759 Title IEP Development and Transition for Students with Learning Disabilities

Semester hours 3 Clock hours: Lecture ☐ **X** Laboratory ☐

Prerequisites EDUC 760 and EDUC 761 (prerequisites); EDUC 762
(corequisite)

Enrollment expectation 40

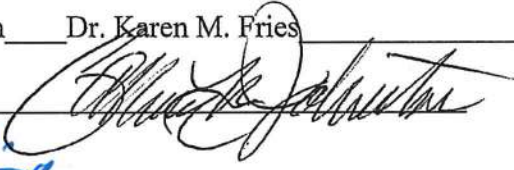
Indicate any course for which this course is a (an)

modification
(proposed change in course title, course description, course content or method of instruction)

Substitute This course will replace EDUC 621 for the MAT-LD program
(The proposed new course replaces a deleted course as a General Education or program requirement.)

alternate
(The proposed new course can be taken as an alternate to an existing course.)

Name of person preparing course description Dr. Karen M. Fries

Department Chairperson's/Dean's Signature 

Provost's Signature 

Date of Implementation Fall 2021

Date of School/Department approval: February 23, 2021

Catalog description:

- Purpose: 1. **For Whom (generally?)** This course is for students in one of our graduate programs, Master of Arts in Teaching with Major in Learning Disabilities (MAT – LD), who need to become familiar with both IEPs (Individualized Education Plans, which all students who qualify for special education services receive), and transition practices for students with learning disabilities.
2. **What should the course do for the student?** The course will encourage the student to become a critical thinker, problem solver, and decision-maker as an advocate for students with learning disabilities. The course will provide the

students opportunities to analyze psycho-educational reports, create appropriate goals and objectives for IEP development, demonstrate a knowledge of differentiated instruction for teaching students with learning disabilities and the necessary skills needed to successfully transition students with LD to post-secondary environments. The course will provide the student a knowledge of best practices within the specialization of teaching students with LD and how those practices relate to IEP development and goal mastery to facilitate successful transition for students with LD.

Teaching method planned: As this graduate course is designed for working professionals (most course members will be currently working in a K-12 setting in some capacity), the course format will be online and asynchronous. This course will include a combination of recorded lectures, video demonstrations and practice, reading and summarizing case studies, one cumulative examination, reflections, a mock IEP meeting, and both individual and small group projects. Students can work at their preferred pace while adhering to posted deadlines

Textbook and/or materials planned (including electronic/multimedia):

Gibb, G.S., & Dyches, T.T. (2016). *Writing quality Individualized Education Programs*. 3rd Ed. Boston, MA: Pearson.

Nelson, L.L. (2020). *Design and Deliver: Planning and teaching using universal design for learning*. 2nd Ed. Baltimore, MD: Brookes Publishing.

Will also include modules from the IRIS center: <https://iris.peabody.vanderbilt.edu/module/tran/> and the Transition Alliance of South Carolina: <https://transitionalliancesc.org/best-practices/>

Course Content: (Please explain the content of the course in enough detail so that the Graduate Council can make an informed judgement.
Include a syllabus for the course.)

Course syllabus is attached.

RATIONALE:

Currently graduate students take EDUC 762, Instructional Planning and IEP Development for Students with Learning Disabilities, which covers both IEP development and instructional planning/lesson planning. The separation of content from EDUC 762 through the creation of this course will allow for more in-depth coverage of the components in each course and maximize teacher candidates' preparation in both of the areas which are essential to their success as initial special educators.

When completed, forward to the Office of the Provost.



**EDUC 759 –IEP Development and Transition for Students with Learning Disabilities
Fall 2021**

Instructor: Dr. Karen M. Fries
Office: 216 CEMC
Phone/Voicemail: (843) 661-1438
Office Hours: By appointment
E-mail: kfries@fmarion.edu

Meeting times and meeting Location: Online; work at your preferred pace but make sure to adhere to posted deadlines

Course Description

This course will emphasize the basic principles of IEP development and transition practices for teaching students with learning disabilities which will include: interpreting psycho-educational reports to develop appropriate goals and objectives for IEP development; understanding how differentiated instruction and best practices relate to IEP development and goal mastery for students with learning disabilities; creating and adapting appropriate student performance assessments for IEP goals; understanding how Universal Design for Learning relates to successful IEP goal mastery as a method of accommodating and modifying instructional strategies for teaching students with learning disabilities; and introducing common transition practices for students with learning disabilities.

Prerequisite/Corequisite:

EDUC 762 (corequisite); EDUC 760 and 761 (prerequisite) or by permission of the School of Education.

Francis Marion University Conceptual Framework

The School of Education prepares competent and caring teachers.

- I. Competent teachers possess:
 - A. Knowledge of content in their area of teaching
 - B. Professional knowledge and skills including:
 1. The ability to plan instruction
 2. The ability to apply skills and knowledge in a clinical setting
 3. The ability to cause learning in P -12 students
 4. The ability to assess learning and learners
 5. The ability to work with children of poverty
 6. The ability to use technology
- II. Caring teachers:
Exhibit Professional Dispositions

- A. Exhibit professional attributes
- B. Respect the Learning Process in demonstrating instructional/assessment flexibility, the ability to accommodate to individual differences, and reflect the belief that all students can learn regardless of their backgrounds.
- C. Uphold Ethical and Professional Standards
- D. Show respect for families, cultures and communities and demonstrate a sense of fairness and respect to all participants within each group.
- E. Show respect for colleagues, P -12 students, faculty and staff

Course Student Learning Outcomes:

Upon conclusion of this course, students will:

1. Demonstrate the ability to be a critical thinker, problem solver, and decision maker as evidenced by the successful completion of case study and simulation activities.
2. Demonstrate the ability to interpret psycho-educational reports and create appropriate goals and objectives for IEP development as evidenced by the successful completion of multiple IEP activities, including a mock IEP meeting.
3. Demonstrate knowledge of differentiated instruction for teaching students with learning disabilities and skills necessary to successfully transition students with LD to post-secondary environments as evidenced by the successful completion of interactive, research-based modules.
4. Demonstrate knowledge of best practices within the specialization of teaching students with learning disabilities and how these practices relate to IEP development and goal mastery as evidenced by the successful completion of a Best Practices presentation.

This course will include a combination of recorded lectures, video demonstrations and practice, reading and summarizing case studies, one cumulative examination, reflections, and both individual and small group projects.

Texts:

Gibb, G.S., & Dyches, T.T. (2016). *Writing quality Individualized Education Programs*. 3rd Ed. Boston, MA: Pearson.

Nelson, L.L. (2020). *Design and Deliver: Planning and teaching using universal design for learning*, 2nd Ed. Baltimore, MD: Brookes Publishing.

Objectives/Course Outline

Upon completion of the course, the candidate will be able to:

Demonstrate the ability to develop IEPs and specially designed instruction by

- drawing on appropriate data to develop classroom and instructional accommodations/modifications
- engaging in collaborative and collegial professional learning activities

- developing and adhering to policies and practices positively affecting students' learning
- participating in a mock IEP meeting

Establish a respectful environment for a diverse population of students to provide effective IEP development and instructional planning by

- understanding the influence of diversity (e.g., pre-referral process and prevention in disproportionality) and plan instruction accordingly
- using research-verified strategies to plan for effective learning activities for students with learning disabilities
- demonstrating the principles of Universal Design for Learning through the use of multiple means of representation, expression, and engagement across the curriculum
- demonstrating instructional decisions using grade-level benchmarks, CBM, and progress monitoring data in a tiered model for differentiation of instruction

Facilitate learning for students to improve student performance through effective IEP and lesson development by

- identifying developmental levels of individual students and planning instruction accordingly
- assessing and using resources needed to address strengths and weaknesses of students with learning disabilities
- analyzing lessons/plans as they relate to IEP goal development based on the South Carolina College and Career Readiness Standards

Understand transition practices for students with learning disabilities as they transition to post-secondary life by

- completing various IRIS transition modules and activities (e.g., <https://iris.peabody.vanderbilt.edu/module/tran/>)
- utilizing and understanding resources provided by the Transition Alliance of South Carolina (TASC) to assist students transitioning to post-secondary life

Course Activities:

- Watch podcasts and answer questions (Individual or Small Group)
- Principles of Instruction FlipGrid post (Individual)
- Two case studies (Individual or Small Group)
- Four IEP Activities (Individual or Small Group)
- One IEP Project (Individual or Small Group)
- Two IRIS modules assessment questions (Individual or Small Group)
- TASC activity (Individual or Small Group)
- Participate in a mock IEP meeting (Must be completed with a small group)
- Follow-up to IEP meeting mini-presentation (Individual)
- Cumulative final exam (Individual)

Watch podcasts and answer questions within each podcast (25 points)

You will watch five podcasts and answer the questions asked within the podcasts under the assignments tab on Blackboard. **All assignments should be completed using Microsoft Word as Blackboard is not compatible with other software.**

Read “Rosenshine – Principles of Instruction” and respond in a FlipGrid Post (10 points)

You will read the “Rosenshine – Principles of Instruction” document under the Assignments tab on Blackboard. You will choose two principles to summarize in a FlipGrid post. Provide your classmates with a summary of the principles you select and discuss ways in which those principles can be used in your future classrooms, either a general ed. or special ed. class.

Case Studies (40 points total, 2 @ 20 pts)

Purpose: The purposes of the case studies are twofold: (a) to prepare the teacher candidate to be a critical thinker on topics related to special education planning and instruction, and (b) to provide the teacher candidate with an opportunity to better understand the characteristics of instructional methods/techniques useful for teaching students with (learning) disabilities. In these case studies, the teacher candidate will use what they have learned from class sessions and reading materials in order to justify their position. You will submit the case studies via Blackboard/Assignment Tab. **You can choose to work individually or with a small group for the case studies.**

- 1) You will choose **one** out of three case studies (Donald, Gabrielle, Jose; your choice of 1). You will complete ALL questions EXCEPT ones that say, “Activity.”
- 2) You will all complete the Thomas case study, and ONLY complete the question that says, “Activity.”

IEP Activity Assignments (20 points)

You will complete 4 activities related to working with IEP’s. The activities are posted on Blackboard under the Assignments Tab. These four activities are designed to help you create and write educationally correct IEP’s. Each assignment is worth 5 points. Submit your answers on Blackboard.

IEP Project (25 points)

Purpose: The purpose of this project is for the candidate to become familiar with the IEP and the process involved in its development and implementation. Through this project the candidate will have an opportunity to apply the knowledge and skills learned in class to the IEP development. The project also provides an opportunity for the teacher candidate to become familiar with the South Carolina IEP forms.

Description: You will develop one IEP, working individually or with a small group. You will be given a case study of a student with a learning disability to work through this part of the project. The IEP project must be completed following the guidelines required by Francis Marion University and not by respective school districts. The IEP will be submitted through Blackboard.

Directions: Using the case study student you/your group choose/s, you will interpret the norm-referenced and curriculum-based assessment results and develop a complete, appropriate IEP for this student based on his/her areas of concern. The IEP should include PLAFPs, goals, objectives or benchmarks, classroom accommodations, testing modifications, related services, LRE decision, and transition plan (depending on age of student).

Submission: Your product should be typed using the South Carolina IEP form provided and uploaded into Blackboard.

IRIS module assessment questions (2 @ 20 points, 40 pts total)

Directions: You will choose two (out of a choice of three) IRIS modules to work through and submit the answers to the assessment questions found at the end of the module. You will answer the questions and submit as a word document. There is video recording describing the activity.

Submission: You will submit just the answers to the assessment questions found at the end of the IRIS modules. You will work through the module and then answer the assessment questions that can be found at the end of the module.

TASC Activity (12 points)

Purpose: The purpose of completing a TASC activity is to demonstrate how IEPs should relate to transition planning in special education to prepare students with learning disabilities to transition to post-secondary life, whatever that means for individual students.

Description: to be determined

Submission: All students should submit the transition activity in Blackboard under the Assignment tab. Please submit the following documents:

(1) TASC activity in **Word document** (.doc or .docx)

Mock IEP meeting and Follow-up to IEP meeting mini-presentation (25 points, 5 points respectively)

Directions: You will be assigned to a small group for this activity. Your group will participate in a mock IEP meeting and record the meeting. Group members will be assigned specific roles based on an individual case study (student) and questions will be provided.

Submission: You will submit as a **YouTube link** to the discussion board so that your classmates may view your IEP meeting. (25 points)

Follow-up to IEP meeting mini-presentation: Following the conclusion of your mock IEP meeting, you will develop a mini-presentation to post to the discussion board. This presentation will consist of at least one strategy, activity, or practice to help your "student" reach one of their goals and must include some sort of transition component. Details will be provided.

Cumulative Final Exam (25 points)

Directions: You will complete one final exam consisting of 25 multiple choice questions, 1 point each question. You will complete the exam on BlackBoard at the end of the semester. This must be completed individually.

Course Evaluation

The grading system used at Francis Marion University, as applied to this course, together with the associated verbal descriptors, is summarized in the following table:

<i>Grade</i>	<i>Description</i>	<i>Points</i>	<i>Grading Scale</i>
A	Distinction	204-227	90-100%
B+		192-203	85 - 89%
B	Above average	181-191	80 - 84%
C+		170-180	75 - 79%
C	Average	158-169	70 - 74%
F	Unsatisfactory (no credit)	Below 158	Below 70%

Activity	Total Points
Answer Podcast Questions	25 points
Principles of Instruction FlipGrid Post	10 points
Two Case Studies (2 @ 20 pts)	40 points
IEP Activities (4 @ 5 points)	20 points
One Completed IEP Project	25 points
IRIS module assessment questions (2 @ 20 pts)	40 points
One transition activity	12 points
Mock IEP meeting (YouTube link to discussion board)	25 points
Response to mock IEP meeting mini-presentation (disc. board)	5 points
Cumulative Final Exam	25 points
TOTAL	227 points

Late Assignments: Assignments and responsibilities are due on the date/time specified. Assignments will be considered unacceptable past the due date, unless approved in advance by the professor, and late assignments will result in a zero grade. All assignments should be uploaded onto Blackboard unless otherwise instructed by the professor. **Should you have questions about an assignment, the professor must be contacted WELL IN ADVANCE of the due date for clarification or other assistance. All grades will be posted on Blackboard.**

Incompletes and Withdrawals:

If contact has not been made with the professor by the end of the drop/add period, a student will be dropped from the course. A grade of I will only be issued in the case of extreme circumstance and at the discretion of the faculty member and the approval of the Dean of Education.

ACADEMIC INFORMATION

Affirmation Form

The last page of this syllabus is the affirmation form that indicates you have read and understand all course policies. **Please fill out, sign, and return this form to the course professor by the date listed on BB or you will be dropped from this course. You will submit this as an assignment to BB.**

Dispositions

For a complete listing of the Dispositions you are expected to exhibit as a graduate candidate, please reference the Dispositions at <http://www.fmarion.edu/academics/handbooks>. Appendix 1.

E-mail

Electronic mail is an essential component of communication between the Education Faculty, administration, and learners; therefore, all education students are required to have an active e-mail account. Email responses to faculty are expected within 24 hours. In return, faculty will email learners within 24 hours with the exception of weekends and holidays. Email to all faculty and learners in the department must be addressed professionally with a proper salutation, complimentary closing, and signature. If any of the proper ingredients are lacking, the email will be returned with a note that states "please address this email in a professional manner." Each email should address one issue.

Faculty are only expected to answer emails from 9-5 Monday-Friday. Any inattentiveness on your part will not constitute an emergency on the part of the faculty member.

News and Announcements:

It is recommended and suggested that you check the School of Education webpage on a weekly basis. It is here that you will find very important information in terms of dates and deadlines.

Social Networking Policy

Learners are encouraged to use their most professional judgment in regard to internet social networking sites. Information and/or pictures about the FMU education program, faculty, other learners, clinical experiences, and student information, in any format, is not appropriate on social networking sites. Violations of this policy will result in dismissal from the program for lack of maintaining professional standards.

Learner Responsibilities

Each learner is responsible for the proper completion of his/her academic program, for familiarity with the *FMU Catalog*, the *University Student Handbook*, and the *Department of Education Graduate Student Handbook (current editions)*. Each learner is responsible for maintaining the grade point average required, and for meeting all degree requirements. The academic advisor will counsel, but the final responsibility for a successful college career rests with the learner.

Guidelines for Faculty Appointments

All education faculty have posted office hours and learners should do their best to schedule appointments at those times. If those times are not feasible the learner may request the faculty to meet at another time.

Academic Dishonesty

See Honor Code found in the *University Learner Hand Book: Rights and Responsibilities Standards of Conduct (current edition)*. All learners and faculty are expected to refrain from acts of academic misconduct including, but not limited to, plagiarism, the giving or falsifying of any academic documents or related materials, cheating, and the giving or receiving of unauthorized aid in tests, examinations, or other assigned work.

Computer Use

Computers are an essential learning tool, with the cost dependent upon vendor and configuration. It is a requirement that online education students have access to his/her own personal computer. The minimum configuration should include access to the Internet and support the latest version of Windows and

Windows Office Suite (Word, PowerPoint). The hardware specifications necessary should be consistent with those of your Internet Provider.

Americans with Disabilities Act (ADA):

If a learner has a documented disability and requires special assistance or accommodations, they should contact the University Counseling and Testing Center (*Francis Marion University Student Handbook*, current edition). Accommodations will be made with proper documentation from the University Counseling and Testing Center. The learner must provide documentation to any or all course or clinical instructors of classes or clinical rotations in which the learner would like to use the accommodations. If at any time during the semester the learner's accommodations need to be altered, the learner will provide documentation from the University Counseling and Testing Center.

Disclaimer

Faculty members have the prerogative to schedule extra learning activities, change course content and test/exam dates as deemed appropriate, related to learning outcomes. If the syllabus is changed for any reason faculty will notify learners in the following manner, verbally in class and/or on the announcement page of Blackboard and/ or by email.

EDUC 759 COURSE SCHEDULE – Fall 20XX (tentative)

WK.	Due Date	TOPICS
1.		
2.		Affirmation form Due, Podcast Questions Due
3.		Principles of Instruction FlipGrid Post Due
4.		Case Study Due
5.		
6.		Thomas Case Study Due
7.		Individual IEP Activities (all 4) Due
8.		
9.		IEP Project Due
10.		
11.		IRIS Module assessment questions Due

12.

13.

IRIS Module assessment questions Due

14.

Transition activity due

15.

Mock IEP meeting video due– YouTube link (Discussion Board)

16.

Final exam due

Follow-up to mock IEP meeting mini-presentation Due – (Discussion Board)

FRANCIS MARION UNIVERSITY
Department of Education
Student Affirmation Form

Name: _____ Semester: Fall 20XX Course: EDUC 759

___ I agree to protect the privacy of faculty, peers, clients, and family members of clients by not inappropriately disclosing confidential information about faculty, peers, clients or their family members that is disclosed to me in my capacity as a Francis Marion University education student. In addition, I agree not to inappropriately disclose confidential information about any institution that is disclosed to me in my capacity as a Francis Marion University education student. I will adhere to HIPAA guidelines.

___ I have/will read the syllabus of all education courses I am taking this semester, and I understand the criteria established for grading my course work. I understand that my average for the course must be a 77% in order to pass the course.

___ I agree that I will conduct myself in a manner that exhibits professional values and in accordance with the School of Education Dispositions and the FMU Academic Dishonesty Policy.

___ I will maintain and uphold the academic integrity policy of the Department of Education and will not condone or participate in any activities of academic dishonesty including, but not limited to, plagiarism, cheating, stealing, or copying another's assigned work.

___ I will not recreate any items or portions of any exam for my own use, or for use by others during my enrollment the FMU Education program.

___ I will not accept or access any unauthorized information related to any exam administered during my enrollment the FMU Education program.

___ I will sign only my own papers and other documents and will not sign any other student's name to anything, including class attendance sheets.

___ I will not allow any other student access to any of my paperwork for the purpose of copyright.

___ I have /will read the **current edition** *Francis Marion University Student Handbook and Catalog* (On-line).

___ I have/will read the **current edition** of the *Department of Education Graduate Student Handbook*.

___ I will agree to have personal information sent to me via email.

Student Signature/Initials: _____ Date: _____

Student Printed Name: _____

**FRANCIS MARION UNIVERSITY: DESCRIPTION OF PROPOSED
NEW COURSE OR MODIFICATION OF AN EXISTING COURSE**

X New Course Modification

Department/School: Speech Language Pathology Date: February 25, 2021

Graduate or Undergraduate Course: Graduate

Course No. or Level: SLP 543 Title: Craniofacial Anomalies

Semester hours: 2 Clock hours: Lecture: 2 Laboratory: N/A

Prerequisites: Pre-Professional prerequisite courses

Enrollment expectation 25

Indicate any course for which this course is a (an)

modification _____
(proposed change in course title, course description, course content or method of instruction)

Substitute _____
(The proposed new course replaces a deleted course as a General Education or program requirement.)

alternate _____
(The proposed new course can be taken as an alternate to an existing course.)

Name of person preparing course description Dr. Afua Agyapong

Department Chairperson's/Dean's Signature _____

Provost's Signature _____

Date of Implementation Fall 2021

Date of School/Department approval: March 16, 2021(pending)

- I. Catalog description: This course provides an introduction to the effects of craniofacial anomalies on speech development with particular attention to the effects of clefts of the lip and/or palate. Focus is on the interdisciplinary team model for both assessment and treatment of speech, resonance, velopharyngeal dysfunction, and dysphagia.

- Purpose:
1. Graduate-level students in Speech-Language Pathology.
 2. This is an introductory course with a focus on the communication and swallowing disorders related to various craniofacial anomalies. It highlights the interdisciplinary team model for assessment and treatment.

Teaching method planned: Multiple strategies incorporating direct instruction, collaborative learning groups, and interactive group discussion.

Textbook and/or materials planned (including electronic/multimedia):

Kummer, A. (2014). *Cleft Palate and Craniofacial Anomalies: Effects on Speech and Resonance* (3rd ed). Clifton Park, NY: Cengage Learning.

Course Content: Course content includes an introduction to primary speech, language, hearing, and feeding/swallowing issues associated with congenital craniofacial anomalies including surgical, medical, and dental management procedures; the primary diagnostic procedures used for assessing velopharyngeal function; treatment procedures for management of speech, language, and hearing problems in infants, children, and adults; cultural issues related to providing optimal care for patients; and the psychosocial impact on the family.

When completed, forward to the Office of the Provost.



**Francis Marion University
School of Health Sciences
Master of Speech-Language Pathology**

COURSE TITLE: Craniofacial Anomalies	COURSE NUMBER: SLP 543
SCHEDULE: TBD	MEETING: In Person
SEMESTER: TBD	LEVEL: Graduate
CREDITS: 2	COURSE PREREQUISITES: N/A
INSTRUCTORS: Afua Agyapong, Ph.D.	LABORATORY COMPONENTS: N/A
E-MAILS: afua.agyapong@fmarion.edu	PHONE: (843) 661-1888
OFFICE HOURS: TBD	OFFICE: LMEC 305

This syllabus is a guide not a contract and may be altered throughout the course

COURSE DESCRIPTION:

This course provides an introduction to the effects of craniofacial anomalies on speech development with particular attention to the effects of clefts of the lip and/or palate. Focus is on the interdisciplinary team model for both assessment and treatment of speech, resonance, velopharyngeal dysfunction, and dysphagia.

TEXTBOOK(S) & MATERIALS

Kummer, A. (2014). *Cleft Palate and Craniofacial Anomalies: Effects on Speech and Resonance* (3rd ed). Clifton Park, NY: Cengage Learning.

COURSE OBJECTIVES:

ASHA Certification Standards can be found at: [ASHA Certification Standards](#)

STUDENT LEARNING OUTCOMES (SLO):

All SLOs are designed to meet the required Knowledge Skills and Standards of the American Speech Language Hearing Association (2017).

Upon successful completion of this course, students will be able to:

1. **Describe the surgical, medical, and dental management procedures used in treating individuals with congenital craniofacial anomalies**
ASHA Standard(s): IV-B, IV-D
Assessment: Readings, Lectures, Exams, In-Class activities and discussions, Learning Portfolio, Treatment/Management Mini-Lecture
2. **Differentiate the primary speech, language, hearing, and feeding/swallowing issues associated with congenital craniofacial anomalies**
ASHA Standard(s): IV-B, IV-C, IV-D
Assessment: Readings, Lectures, Exams, In-Class activities and discussions, Learning Portfolio
3. **Investigate the primary diagnostic procedures used for assessing velopharyngeal function (e.g., speech sample, nasal flutter, See-Scape, etc.)**
ASHA Standard(s): IV-C, IV-D, V-B
Assessment: Readings, Lectures, Exams, In-Class activities and discussions, Learning Portfolio, Instrumental Techniques Mini-Lecture
4. **Develop primary treatment procedures for management of speech, language, and hearing problems in infants, children, and adults with craniofacial anomalies (e.g. Nasometry)**
ASHA Standard(s): IV-C, V-B
Assessment: Readings, Lectures, Exams, In-Class activities and discussions, Learning Portfolio, Instrumental Techniques Mini-Lecture, Treatment/Management Mini-Lecture
5. **Analyze cultural issues related to providing optimal care for patients with craniofacial anomalies**
ASHA Standard(s): IV-E, IV-F, IV-G, V-B
Assessment: Readings, Lectures, Exams, In-Class activities and discussions, Learning Portfolio
6. **Analyze psychosocial impact of craniofacial anomalies on the family and identify appropriate counseling techniques and resources**
ASHA Standard(s): IV-E, IV-F, IV-G, V-B
Assessment: Readings, Lectures, Exams, In-Class activities and discussions, Learning Portfolio
7. **Demonstrate skills in oral and written or other forms of communication sufficient for entry into professional practice**
ASHA Standard(s): V-A
Assessment: Readings, Lectures, Exams, In-Class activities and discussions, Learning Portfolio, Instrumental Techniques Mini-Lecture, Treatment/Management Mini-Lecture

COURSE PLAN:

ASSIGNMENTS

Major Assignments: (Learning Experiences to Achieve Course Outcomes)

1. Student-Led Instrumental Techniques Mini-Lecture

In groups of three, students will prepare and present a mini lecture on one of the following instrumental techniques to assess velopharyngeal (VP) function:

- Nasometry
- Pressure-Flow
- Oral-Nasal Airflow
- Nasal Ram Pressure
- Lateral Radiographs
- Videofluoroscopy
- Video Nasoendoscopy

Purpose

This assignment is designed to help students examine, and critique both indirect and direct instrumental techniques for assessing velopharyngeal function.

2. Student-Led Treatment/Management Mini-Lecture

In groups of three, students will prepare and present a mini lecture on one of the following topics related to treatment and management for children or adults with cleft lip and/or palate:

- Newborn Feeding
- Early Speech and Language Intervention
- Role of the School-Based SLP
- Biofeedback/Continuous Positive Airway Pressure Therapy (CPAP)
- Hearing/Otologic Management
- Prosthetic Management
- Posterior Pharyngeal Flap/Palatal Lengthening/Posterior Pharyngeal Wall Augmentation

Purpose

This assignment is designed to help students examine, and critique treatment and management techniques for children or adults with cleft lip and/or palate.

3. Midterm and Final Examination: *Tests will focus on material covered in class and readings.*

Purpose

Assess comprehension, retention, and application of course content

Minor Assignments

In-class activities

Class Participation

Quizzes

Writing Prompts

In all assignments, students must demonstrate proficiency in written composition because written communication skills are basic to professional SLP activities. The written component of examinations/assignments will be graded on appropriateness of content, organization, word usage, spelling, punctuation, neatness and APA style.

FORMATIVE/SUMMATIVE ASSESMENTS:

Formative experiences will measure your acquisition of knowledge and skills and are assessed throughout the semester. This may include but not be limited to question and answer periods at the beginning of lectures, your class discussions, examinations, and exit slips. The summative experience will be your final

poster presentation which will assess your ability to synthesize your research results and present it eloquently.

GRADING SCALE:

The final grade will be based upon points earned for all course assignments.

A = 90 -100

B+ = 85 - 89

B = 80 - 84

C+ = 75 - 79

C = 70 – 74

F = 69 and below

COURSE EVALUATION

The full semester course grade will be distributed out of 100% total as follows:

Presentations/Assignments/In-Class Activities <ul style="list-style-type: none">• Student-Led Instrumental Techniques Mini-Lecture• Student-Led Treatment/Management Mini-Lecture	30%
Exams/Quizzes <ul style="list-style-type: none">• Midterm• Final	40%
Learning Portfolio	30%
Total Percentage	100%

TEACHING/LEARNING STRATEGIES

Lectures

Students will be given an overview of the content and its significance of the course and of its relationship to their existing knowledge. Each subsequent lecture will begin with a similar overview linking the particular content of the presentation to the general overview.

Cooperative Learning

Students will be required to work in small groups to summarize classroom experiences and to solidify thought.

Teaching for Understanding

Throughout the semester the students will engage in learning activities that provide basic knowledge, improving comprehension, applying learned principles and theories, analyzing patterns, synthesizing concepts, and evaluating outcomes. The teaching and learning process will involve feedback, self-evaluation, and establishing criteria for determining success.

Professional Portfolio

The purpose of this portfolio is to provide an organized approach through which the student will demonstrate cumulative knowledge and professional skills acquired during the student's coursework and clinical experiences while enrolled in the Master of Science in Speech-Language Pathology (MS-SLP) program at Francis Marion University (FMU).

The student portfolio serves several purposes:

- is an authentic method of assessing educational outcomes.
- documents the student's best practices and products.
- allows for the active participation of the student in the assessment of learning.
- may be used by the student for job interviews and for other professional endeavors.

Students will use the Portfolio Cover Sheet to indicate the document(s) submitted as evidence of performance of knowledge and skills. Faculty will review submission(s) and initial completed items on the cover sheet.

Portfolio Assignments

Students will synthesize information gathered throughout the course to design a learning portfolio. The following subjects should be examined in the portfolio:

- Orofacial and velopharyngeal structure and function
- Syndromes and Associated anomalies
- Feeding Issues
- Surgical Management
- Audiological Management
- Speech and Resonance
- Assessment of Speech Velopharyngeal Function
- Management of Velopharyngeal Inadequacy
- Cultural Issues

Students should critique and incorporate parent/caregiver resources including books, websites, and area support services as appropriate.

Purpose

Construction of a learning portfolio will provide students the opportunity to analyze a variety of topics related to cleft lip and/or palate. Students will demonstrate the ability to select and critique resources for individuals with cleft lip and/or palate and their families. Students will explore a variety of topics in-depth to deepen their understanding of the speech and resonance characteristics of individuals with cleft lip and/or palate. Evaluation and options for treatment and surgical managements will be explored.

POLICIES

Class Requirements

- Students must be willing to accept the responsibilities of university graduate students by reading the materials, taking the tests, completing assignments, and participating appropriately in class (e.g., adding to class discussion).
- Some classwork and homework will be assigned from time to time for practice and monitoring attention and progress even if not counted directly in the final grade.
- Students are expected to use professional communication when speaking with faculty, staff, guests, parents, clients/patients, and peers. It is expected that appropriate titles and salutations are used. All communication should be **respectful, truthful, and relevant**.

Attendance

- Class attendance is required. Unexcused absences will not be permitted and will result in a 5% decrease in the final grade. For excuses, doctor's notes/documents are required, which can be verified by the instructor.
- Students are expected to be present and prepared prior to the start time as indicated for all classes.
- Arriving 15 minutes late to class counts as an unexcused absence. If a student is 15 minutes late it will be counted as an unexcused absence.
- If a student is absent **more than twice** the number of required class or laboratory sessions per week during regular semesters or more than 15 percent of required sessions during accelerated semesters, the student will be penalized by having 5 percent deducted from the final course grade (i.e., the final grade as calculated by Bb)
- **Excused Absences** should be discussed with Instructor in advance (if possible) and verified with **tangible evidence**. It is the student's responsibility to make arrangements for missed work. It is the instructor's discretion to accept assignments and to make up examinations.
- The instructor will be available during posted office hours and by appointments. The best time to ask common questions relevant to all students is during the class.

Participation

- Class participation is important not only for the student but the classmates of the student.
- Students are expected to read all assigned work, from both on campus/site supervisors. They will be expected to participate in the class discussions, class projects and assignments as warranted.
- Please remember to bring your calculator to all course meetings/clinical sessions. You will not be allowed to use your mobile phone instead of the calculator.
- No food or drink is allowed in the class, or when participating in clinic.

Computer/ Technology Requirements

- Access to a word processing program for completing course assignments.
- Access to internet to obtain additional information useful in completing course assignments.
- Students are responsible for purchasing or borrowing a reliable computer that is suitable for working on online assignments; these materials should be accessed well in advance of formative assessments. Students who wait until close to the deadline, make themselves vulnerable to unforeseen events such as forgotten assignments from other classes, loss or breakdown of equipment, shortage or unavailability of required resources, and so forth.
- Students are also expected to check their FMU email address several time daily for any official communication.

Late Assignments

- Late assignments will not be accepted.
- Presentations and any other assignments or particular components of the project must be turned in on the due date to avoid receiving a "0."

Exam Policy

- Please do not request to take any exam (including the final) early; the University requires that students complete final exams only at the scheduled time.
- Your instructor will not discuss grades over the phone, by email, or text message for any reason.

- Please do not ask your instructor for your final grade. Final grades are available through your online Swampfox account.

Classroom Behavior

- Students are expected to interact in a civil manner, treating all persons with respect, and to adhere to behavioral standards contained in the respective course syllabi. (Catalog pg. 43)
- It is inappropriate for students to use applications on cell phones, computers, or other devices that involve texting or messaging unless it is specifically required for participation in classes, meetings, or clinical sessions.
- Students are expected to use professional communication when speaking to faculty, staff, guests, and peers. It is expected that appropriate titles and salutations are used. Students are expected to use professional communication when sending messages to faculty, staff, and fellow students; this includes opening and closing salutations. All communication should be respectful, truthful, and relevant.
- It is not appropriate to address faculty, staff, guests, and peers with casual colloquialisms within the professional and academic settings.
- It is not appropriate to discuss issues of concern or complaints regarding a specific faculty or staff member with other faculty, staff, or peers. The procedure requires that you go to that specific faculty or staff member first for resolution. If resolution is not obtained, there is a process to follow.

Channel of communication: Instructor, Dr. Afua Agyapong > Graduate Studies Coordinator, Dr. Michele Norman > Chair, Dr. Frances Burns > Dean of School of Health Sciences, Dr. Karen Gittings > Provost, Dr. Peter King

Remediation

- It is expected that all graduate clinicians will achieve a level of competency for all objectives (80%). Therefore, graduate students performing below the expected criteria are responsible to increase their level of competency by meeting with the supervising speech-language pathologist and the university coordinator.
- Remediation does not change the grade earned on an assignment, examination, or in a course.
- A remediation plan shall be developed and followed until the desired level of competency is achieved. Remedial suggestions may include case scenarios, additional readings, additional clinical assignments, and/or further academic courses.
- The remediation plan will be signed and dated by student and relevant faculty during initial meeting to show agreement and after the plan is successfully completed.

Academic Integrity

- Upon enrollment at Francis Marion University, students pledge not to lie, cheat, or steal. They also pledge not to violate the FMU Honor Code or any civil/criminal laws. Inasmuch as honor and integrity serve to define one's character, the University community expects that students will not tolerate the aforementioned behaviors in others and will exhibit reasonable judgment in reporting students who violate the FMU Honor Code. (Catalog pg. 42)
- **The Honor Pledge** – “As a student at Francis Marion University, I pledge to obey the FMU Honor Code and civil/criminal laws. I pledge not to lie, cheat, or steal. I will encourage others to respect the Honor Code and will exhibit reasonable judgment in reporting students who violate it.”

- All students at Francis Marion University are expected to demonstrate the highest levels of academic integrity in all that they do. Forms of academic dishonesty include (but are not limited to):
 - Cheating (including copying other's work)
 - Plagiarism (representing another person's words or ideas as your own; failure to properly cite the source of your information, argument, or concepts)
 - Falsification of documents
 - Disclosure of test or other assignment content to another student
 - Submission of the same paper or other assignment to more than one class without the explicit approval of all faculty members' involved
 - Unauthorized academic collaboration with others
 - Conspiracy to engage in academic misconduct
- Engaging in any of these behaviors or supporting others who do so will result in academic penalties and/or other sanctions.
- If a faculty member determines that a student has violated our Academic Integrity Policy, sanctions ranging from resubmission of work to course failure may occur, including the possibility of receiving a grade of "XF" for the course, which will be on the student's transcript with the notation "Failure due to academic misconduct."
- Note that repeated acts of academic misconduct will lead to expulsion from the University.

Services for Students with Disabilities

- If a student has a disability that qualifies under the American with Disabilities Act (ADA) and requires accommodations, he/she should contact the Office of Counseling and Testing (OCT) for information on appropriate policies and procedures.
- Disabilities covered by ADA may include learning, psychiatric, physical disabilities, or chronic health disorders. Students can contact the OCT if they are not certain whether a medical condition/disability qualifies.
- Address: 121 S. Evander Drive
 Florence, SC 29506
 Office of Counseling and Testing
 Francis Marion University
 Phone: (843) 661-1841
- Individuals with hearing impairments can contact the OCT using the South Carolina Relay Service. The Relay Service may be reached by dialing 711.

HIPAA

- The Francis Marion University Speech, Language and Hearing Clinic is compliant with the Privacy Rules of the Health Insurance Portability and Accountability Act of 1996 (HIPAA).
- It is important to remember to be compliant with the HIPPA rules in class as well as in clinic.

Course Schedule

Week	Topic	Readings
1	Anatomy of Orofacial Structures and the Velopharyngeal Valve	To Be Assigned
2	Physiology of the Velopharyngeal Valve	To Be Assigned
3	Genetics & Patterns of Inheritance	To Be Assigned
4	Common Craniofacial Syndromes	To Be Assigned
5	Common Craniofacial Syndromes Cont.	To Be Assigned
6	Feeding problems associated with craniofacial anomalies	To Be Assigned
7	Velopharyngeal dysfunction (VPD)	To Be Assigned
8	Perceptual evaluation & orofacial exam	To Be Assigned
9	Instrumental Evaluation	To Be Assigned
10	Midterm	
11	Speech Therapy Techniques	To Be Assigned
12	Speech Therapy Techniques	To Be Assigned
13	Surgical Management	To Be Assigned
14	Prosthetic Management	To Be Assigned
15	Final Exam	

FRANCIS MARION UNIVERSITY
DESCRIPTION OF PROPOSED NEW COURSE

Department/School: Psychology Date October 30, 2020

Course No. or level PSYC 505 Theoretical and Conceptual Foundations of Behavior Analysis

Semester hours 3 Clock hours: Lecture X Laboratory

Prerequisites PSYC 501 Principles of Applied Behavior Analysis

Purpose: 1. For Whom (generally?)

Advanced students in the Applied Behavior Analysis setting.

2. What should the course do for the student?

This course provides advanced concepts related to the conceptual, theoretical, and philosophical foundations of behavior analysis.

Enrollment expectation 10

Indicate any course for which this course is a (an)

modification N/A

substitute N/A

alternate N/A

Teaching method planned:

Lecture and seminar format

Textbook and/or materials planned (including electronic/multimedia):

Name of person preparing course description Christopher Bullock

Department Chairperson's Signature *Crystal R. Hill-Chapman*

Dean's Signature *Peter King*

Date of Implementation: July 1, 2021

Date of Department Approval: November 20, 2020

This course reviews research and data based approaches to supervising and training students and staff to conduct behavior analytic assessments and implement behavioral interventions. In particular, this course reviews the rationales for providing supervision, evaluation of supervision effectiveness, and risks that arise from inadequate supervision. Course content also includes developing global performance expectations, using skill assessments to

generate goals for supervisee's, and using data based strategies to facilitate performance improvements. An emphasis is placed on developing individualized strategies for performance improvement that are informed by functional assessment and determination of variables influencing student / staff performance, implemented and optimized based on performance data, and that utilize effective feedback and reinforcement contingencies. The readings are comprised of a selected chapters from a textbook and journal articles relevant to training and supervision in Applied Behavior Analysis.

Course Content: See attached syllabi.

FRANCIS MARION UNIVERSITY DESCRIPTION OF PROPOSED NEW COURSE

Department/School: Psychology Date October 30, 2020

Course No. or level PSYC 506 Behavior Analytic approaches to Staff Training, Supervision, and Personnel Management

Semester hours 1 Clock hours: Lecture X Laboratory

Prerequisites PSYC 501 Principles of Applied Behavior Analysis

Purpose: 1. For Whom (generally?)

Advanced students in the Applied Behavior Analysis setting.

2. What should the course do for the student?

This course provides advanced concepts related to the conceptual, theoretical, and philosophical foundations of behavior analysis.

Enrollment expectation 10

Indicate any course for which this course is a (an)

modification N/A

substitute N/A

alternate N/A

Teaching method planned:

Lecture and seminar format

Textbook and/or materials planned (including electronic/multimedia):

Name of person preparing course description Christopher Bullock

Department Chairperson's Signature Crystal R. Hill-Chapman

Dean's Signature Dee King

Date of Implementation: July 1, 2021

Date of Department Approval: November 20, 2020

Catalog description: This course reviews the conceptual, theoretical, and philosophical foundations of behavior analysis. This class reviews the goals (description, prediction, and control) of a scientific study of behavior and associated philosophical underpinnings and assumptions (e.g, selectionism, pragmatism, empiricism, determinism, behaviorism, and parsimony). The readings are comprised of a textbook and seminal articles concerned with radical behaviorism and a natural science approach to the study of behavior, some of the component areas comprising behavior analysis (the experimental analysis of behavior, applied behavior analysis, and associated professional practice), and the dimensions of Applied Behavior Analysis.

Course Content: See attached syllabi.



Francis Marion University

Department of Psychology
Graduate Studies
Applied Behavior Analysis

Course Title: Theoretical and Conceptual Foundations of Behavior Analysis
Course Number: PSYC 505
Credit Hours: 3
Day and Time: TBD

Course Description

This course reviews the conceptual, theoretical, and philosophical foundations of behavior analysis along with the subfields within behavior analysis (the experimental analysis of behavior, applied behavior analysis, and professional practice) and the dimensions of applied behavior analysis that demarcate it from other applied psychologies. This course also reviews the goals (description, prediction, and control) of a scientific study of behavior and associated philosophical underpinnings and assumptions (e.g., selectionism, pragmatism, empiricism, determinism, behaviorism, and parsimony). The readings are comprised of a textbook and seminal articles concerned with radical behaviorism and a natural science approach to the study of behavior and an article that reviews the dimensions of Applied Behavior Analysis.

Task List Items Covered

- A-1 Identify the goals of behavior analysis as a science (i.e., description, prediction, control).
- A-2 Explain the philosophical assumptions underlying the science of behavior analysis (e.g., selectionism, determinism, empiricism, parsimony, pragmatism).
- A-3 Describe and explain behavior from the perspective of radical behaviorism.
- A-4 Distinguish among behaviorism, the experimental analysis of behavior, applied behavior analysis, and professional practice guided by the science of behavior analysis.
- A-5 Describe and define the dimensions of applied behavior analysis (Baer, Wolf, & Risley, 1968).

Textbook(s):

Moore, J. (2008). Conceptual Foundations of Radical Behaviorism. Sloan Publishing.

Articles

Baer, D. M., Wolf, M. M., & Risley, T. R. (1968). Some current dimensions of applied behavior analysis. *Journal of Applied Behavior Analysis*, 1(1), 91-97.

Slocum, T.A., Detrich, R., Wilczynski, S.M., Spencer, T. D., Lewis, T., & Wolfe, K. (2014). The Evidence-Based Practice of Applied Behavior Analysis. *The Behavior Analyst*, 37, 41-56.

Skinner, B. F. (1935). The Generic Nature of the Concepts of Stimulus and Response. *The Journal of General Psychology*, 12(1), 40-65.

Skinner, B. F. (1945). The operational analysis of psychological terms. *Psychological Review*, 52(5), 270-277.

Skinner, B. F. (1977). Why I am not a cognitive psychologist. *Behaviorism*, 5, 1-10.

Course Assessments / Assignments**Lesson quizzes (15%)**

This course includes occasional short answer or take home essay quizzes based on the reading assignments.

Attendance and Participation (15%)

Students are expected to attend each class and be prepared to discuss assigned reading materials.

Article Summaries (20%)

Course readings will include several articles for which students will write 2 to 3 page review / reflection essays.

Exams (50%)

This course includes exams that cover materials from the readings and the lectures. Exams are comprised of some combination of multiple-choice questions, matching, short answer questions, and / or take home essay questions.

Classroom Grading Scale

Grade	Range
A	90-100
B+	88-89
B	80-87
C+	78-79
C	70-77
F	< 70

Scholastic Dishonesty

As commonly defined, plagiarism consists of passing as one's own the ideas, words, and writings, etc., that belong to another. In accordance with this definition, you are committing plagiarism if you copy the work of another person and turn it in as your own, even if you have the permission of that person. Students suspected of scholastic dishonesty or found to be involved with scholastic dishonesty will be reported to the dean of Students and will ultimately not only fail the assignment or test, but also the course. If you have any questions regarding plagiarism, please consult the current issue of the Francis Marion University Student Handbook, under the section, "Academic Integrity."

Accommodations and Modifications

The Americans with Disabilities Act (ADA) is a federal antidiscrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. Please advise the instructor of any necessary accommodations so they may be provided. Additionally, any students who may require assistance in the event of an evacuation of the building are asked to notify the instructor so proper assistance can be provided.

Week	Topic	Readings	Task List Items
1	Class Overview		
2	Philosophy of Science and Radical Behaviorism; History of Behaviorism 1; Review of the dimensions of Applied behavior Analysis.	Moore Chapters 1 and 2 Baer, Wolf, & Risley (1968)	A-1, A-4, A-5
3	History of Behaviorism 2, Research and Practice in ABA	Moore Chapter 3, Slocum, Detrich, Wilczynski et al. (2014)	A-1, A-4
4	Behavior as a subject matter	Moore Chapter 4	A-1, A-4
5	Categories of Behavior	Moore Chapter 5 Skinner (1935)	A-1
6	Consequences and Concepts	Moore Chapter 6	A-2
7	Selection by Consequences	Moore Chapter 7	A-2
8	Verbal Behavior 1	Moore Chapter 8	A-2
9	Verbal Behavior 2	Moore Chapter 9 Skinner (1945)	A-2
10	Private Events	Moore Chapter 10	A-2

11	Methods of a science of behavior	Moore Chapter 11	A-1
12	Scientific Explanations	Moore Chapter 13	A-1
13	Opposition to Mentalism and Cognitive Psychology	Moore Chapters 14 Skinner (1977)	A-1, A-4
14	Radical Behaviorism and Philosophy 1	Moore Chapter 17	A-2, A-3
15	Radical Behaviorism and Philosophy 2	Moore Chapter 18	A-2, A-3
16	Final Exam		



Francis Marion University

Department of Psychology
Graduate Studies
Applied Behavior Analysis

Course Title: Behavior Analytic approaches to Staff Training, Supervision, and Personnel Management
Course Number: PSYC 506
Credit Hours: 1
Day and Time: TBD

Course Description

This course reviews research and data based approaches to supervising and training students and staff to conduct behavior analytic assessments and implement behavioral interventions. In particular, this course reviews the rationales for providing supervision, evaluation of supervision effectiveness, and risks that arise from inadequate supervision. Course content also includes developing global performance expectations, using skill assessments to generate goals for supervisee's, and using data based strategies to facilitate performance improvements. An emphasis is placed on developing individualized strategies for performance improvement that are informed by functional assessment and determination of variables influencing student / staff performance, implemented and optimized based on performance data, and that utilize effective feedback and reinforcement contingencies. The readings are comprised of a selected chapters from a textbook and journal articles relevant to training and supervision in Applied Behavior Analysis.

Task List Items Covered

I. Personnel Supervision and Management

- I-1 State the reasons for using behavior-analytic supervision and the potential risks of ineffective supervision (e.g., poor client outcomes, poor supervisee performance).
- I-2 Establish clear performance expectations for the supervisor and supervisee.
- I-3 Select supervision goals based on an assessment of the supervisee's skills.
- I-4 Train personnel to competently perform assessment and intervention procedures.
- I-5 Use performance monitoring, feedback, and reinforcement systems.
- I-6 Use a functional assessment approach (e.g., performance diagnostics) to identify variables affecting personnel performance.
- I-7 Use function-based strategies to improve personnel performance.
- I-8 Evaluate the effects of supervision (e.g., on client outcomes, on supervisee repertoires).

Textbooks

Luiselli, LK. (2017). Applied Behavior Analysis: Advanced Guidebook. Academic Press.

Articles

LeBlanc, L. A., & Luiselli, J. K. (2016). Refining Supervisory Practices in the Field of Behavior Analysis: Introduction to the Special Section on Supervision. Behavior analysis in practice, 9(4), 271–273.

<https://doi.org/10.1007/s40617-016-0156-6>

Sellers, T. P., Valentino, A. L., Landon, T. J., & Aiello, S. (2019). Board Certified Behavior Analysts' Supervisory Practices of Trainees: Survey Results and Recommendations. Behavior analysis in practice, 12(3), 536–546.

<https://doi.org/10.1007/s40617-019-00367-0>

Course Objectives

1. Understand the rationale and importance of supervision and training.
2. Define and explain functional assessment and function-based strategies as applied to staff / supervisee performance improvement.
3. Provide examples of behavior analytic approaches to staff training and performance management principles.
4. Develop socially valid and appropriate goals and performance expectations for staff / supervisee's.
5. Understand the strengths and limitations of technology based approaches to training and supervision.

Course Requirements

Lesson quizzes (25%).

Occasional quizzes will occur at the beginning of class and cover reading assignments.

Attendance and Participation (25%).

Students are expected to attend each class and be prepared to discuss assigned reading materials.

Exam (50%).

This course includes an exam that covers materials from the readings and the lectures. Exams are comprised of some combination of multiple-choice questions, matching, short answer questions, and / or take home essay questions.

Classroom Grading Scale

Grade	Range
A	90-100
B+	88-89
B	80-87
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F	< 70

Scholastic Dishonesty

As commonly defined, plagiarism consists of passing as one's own the ideas, words, and writings, etc., that belong to another. In accordance with this definition, you are committing plagiarism if you copy the work of another person and turn it in as your own, even if you have the permission of that person. Students suspected of scholastic dishonesty or found to be involved with scholastic dishonesty will be reported to the dean of Students and will ultimately not only fail the assignment or test, but also the course. If you have any questions regarding plagiarism, please consult the current issue of the Francis Marion University Student Handbook, under the section, "Academic Integrity."

Accommodations and Modifications

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General Course Outline

Module	Topic	Textbook Reading	Task List Items
1	Introduction and Syllabus; Review of supervision practices	Chapter 1 LeBlanc & Luiselli, (2016)	I-1, I-3
2	ABA Training / Supervision and Social Validity	Chapter 4	I-1, I-8
3	Review of Training practices and Technology-Based Training	Chapter 2 and Chapter 7	I-2, I-4,
4	Functional Assessment and Staff Training	Chapter 3 Sellers et al., (2019)	I-6, I-7
5	Incentive-based Performance Improvement	Chapter 6	I-2, I-4, I-5