BCBA Course Sequence and Intensive Practicum
Getting Started Guide
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Welcome to UND; we are glad to have you join us! This *Getting Started Guide* is to help you navigate through the BCBA course sequence and online learning. Should you encounter questions or problems along the way, please feel free to ask for assistance.

**BACB Approved**

The Special Education program is approved by the Behavior Analyst Certification Board (BACB), Inc.® (approval number 4090) to offer the *course sequence* and *intensive practicum experience* for students desiring to become Board Certified Behavior Analysts (BCBA). The course sequence consists of 18 credits/270 semester hours to meet BACB’s requirement. This is a total of 6 graduate level courses in behavior analysis that represents the *4th Ed. Task List*. The intensive practicum experience is a minimum of 15 credits/750 total hours to be eligible to sit for the BCBA examination.

Students can apply the 18 credits of behavior analytic coursework and 15 credits of intensive practicum experience to a Master’s of Science in Special Education degree. All coursework and practicums are available at a distance using online instruction.

**Options for Taking Coursework**

There are two options for taking the BCBA course sequence: a) Non-Degree, or b) part of the Master’s of Science in Special Education program.

**Option 1 Non-Degree**: This option is typically for students who already have a master's degree or doctorate and only want to take the 18 credits of behavior analysis coursework. Students who are considered non-degree are not eligible for federal financial aid. To take the BCBA course sequence as a non-degree seeking student, here are the following steps to apply:

**Step 1**: To be permitted to take the Board Certified Behavior Analyst course sequence (18 credits) as a Non-Degree seeking student, you first need to submit an *in-house application* to the Special Education Program. The application will consist of all transcript(s), 2 letters of recommendation, and a resume/vitae. Each criterion is described below.

- **GPA/Transcripts**: A cumulative grade point average (GPA) of at least 3.25 for all graduate work (must have minimum of 9 credits) or for junior and senior years of undergraduate work (based on A = 4.00). Submit transcripts from undergraduate and/or graduate level coursework. Unofficial transcripts are acceptable.
Letters of Recommendation: Provide two letters of recommendation from professionals in the behavior analytic field (Board Certified Behavior Analysts, faculty members, and/or supervisors of behavior analytic employment). These letters need to specifically address behavior analytic employment and/or coursework.

Resume/Vitae: Provide an updated resume/vitae that highlights the following relative to behavior analysis: professional experiences, relevant skills, previous behavior analytic coursework.

Deadlines: Applications must be submitted by the following deadlines:

<table>
<thead>
<tr>
<th>Non-Degree Application Deadlines</th>
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<tbody>
<tr>
<td>For a Fall Admission</td>
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<tr>
<td>For a Spring Admission</td>
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<tr>
<td>For a Summer Admission</td>
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</tbody>
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Note: Only complete applications will be reviewed.

Step 2: After you have obtained all the required components listed above, you will need to put them in an electronic format because they will be uploaded into the online application system. Your transcripts need to be scanned into one file, as do the letters of recommendation. Have all your documents in final form before starting the application.

The online application is available at BCBA In-House Application for Non-Degree Seeking Students

Step 3: The BCBA Coordinator will review your application. If you meet the admission criteria, you will be sent a letter via email informing you to officially complete the Non-Degree application with the School of Graduate Studies (only if you have not already completed this). If you do not meet the criteria, you will also be sent a letter stating why your admission was denied.

Option 2 Master’s of Science (M.S.) in Special Education: This option is for students who want to take the 18 credits of behavior analysis coursework and 15 credits of intensive practicum experience as part of their M.S. program.

<table>
<thead>
<tr>
<th>BCBA Course Sequence</th>
<th>18 credits</th>
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<tbody>
<tr>
<td>Intensive Practicum</td>
<td>15 credits</td>
</tr>
<tr>
<td>Scholarly Project</td>
<td>2 credits</td>
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<tr>
<td>(master’s requirement)</td>
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<tr>
<td>Total</td>
<td><strong>35 credits</strong></td>
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</table>
However, you can select from any of our course offerings (see Appendix B) to build a program that is best suited to your needs and interests. For example, some students choose to specialize in Autism Spectrum Disorder for 12 credits in place of the intensive practicum. Students enrolled in the M.S. program are eligible for federal financial aid.

You must complete the online application to be admitted into the M.S. program: 
http://graduateschool.und.edu/graduate-students/new/application-instructions.cfm Should you have questions about this application, please contact the School of Graduate Studies at 701.777.2784 or at questions@gradschool.und.edu

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<thead>
<tr>
<th>Master of Science Application Deadlines</th>
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<tr>
<td>For a Fall Admission</td>
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<td>For a Spring Admission</td>
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<tr>
<td>For a Summer Admission</td>
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**Approved Course Sequence**

Our course sequence is 18 credits/270 semester hours of courses, for a total of 6 graduate level courses in behavior analysis. Course content represents the 4th ed. Task List. It is recommended to take the course sequence in the following order.

**SPED 540 Concepts and Principles in Behavior Analysis (3 credits).** This course introduces definitions, characteristics, principles, processes and concepts of applied behavior analysis (ABA). In addition, the philosophical assumptions and dimensions of the science of applied behavior analysis, including determinism, empiricism, parsimony, selectionism, pragmatism, and lawfulness of behavior will be addressed. Students will learn to differentiate between environmental and mentalistic explanations of behavior, and between conceptual, experimental, and applied analyses of behavior. Needs to be the first course taken in the sequence.

**SPED 542 Ethical and Professional Conduct for Behavior Analysts (3 credits).** This course introduces ethical and professional considerations relevant in the professional practice of applied behavior analysis as well as the ethical and disciplinary standards of the profession. Students will become familiar with the ethical and professional conduct and legal issues relevant to BCBA-level practitioners found in the Behavior Analyst Certification Board's Guidelines for Responsible Conduct for Behavior Analysts and Disciplinary and Ethical Standards and Disciplinary Procedures (2012), as well as the professional conduct consistent with the practice of applied behavior analysis.

**SPED 545 Assessment and Behavior Change Systems (4 credits).** This course will address the process of identifying behaviors targeted for change and the use of behavioral assessment techniques to identify and analyze behavior-environment relations for the purpose of developing successful, functionally-based intervention strategies. Students will learn a variety of methods for behavior
assessment, interventions, analysis of interventions, experimental analysis, and interpreting outcomes including the use of practical behaviorally-based assessment tools such as checklists, rating scales, structured observation tools, and curricular assessments. **Needs be taken before or concurrently with Methods and Applications in Behavior Analysis.**

**SPED 541 Methods and Applications in Behavior Analysis (3 credits).** This course addresses behaviorally-based strategies to establish, strengthen, and weaken target behaviors. Fundamental elements of behavior change are reviewed, with a focus on selecting evidence-based tactics that utilize basic principles of behavior (reinforcement, punishment, extinction, and stimulus control), as well as utilizing appropriate parameters and schedules of reinforcement and punishment. Various procedures combining fundamental behavior principles are reviewed, modeled, practiced, and demonstrated to mastery and fluency.

**SPED 544 Research Methods in Behavior Analysis (3 credits).** This course focuses on the measurement of behavior and the analysis of intervention effect using single-subject experimental design. Procedures for collection and display of behavioral data are demonstrated, practiced, and examined for reliability, validity, efficiency, and relevance to a variety of settings, with a focus on educational environments. Individualized measurement procedures are developed and implemented using a variety of single-subject design formats, and the contribution of single-subject research design to education, clinical practice, and scientific inquiry is examined. Ethical considerations of experimental analysis are examined. **Need to have taken Ethical and Professional Conduct for Behavior Analysts.**

**SPED 543 Applied Behavior Analysis (ABA) Across Settings and Populations (2 credits).** This course will focus on behavior analytic procedures across settings, including identification of the problem and selection and implementation of interventions based on biological, medical, and environmental variables. The course will also address management of behavioral services and supervision of those responsible for carrying out behavior change procedures. **Needs to be the last course taken in the sequence.**

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**Approved Intensive Practicum Experience**

The Behavior Analyst Certification Board (BACB), Inc. has approved the following practicum courses toward the experience requirements for eligibility to take the Board Certified Behavior Analyst Examination. Applicants may need to meet additional requirements to qualify.

The intensive practicum will improve and maintain the behavior-analytic, professional, and ethical repertoires of supervisees and facilitate the delivery of high-quality services for clients. This experience embeds the concepts, principles, methods, and applications of behavior analysis learned in the course sequence and applies them to educational, clinical and community settings.

**SPED 580 ABA Intensive Practicum: Level I (5 credits)**
**SPED 580 ABA Intensive Practicum: Level II (5 credits)**

**SPED 580 ABA Intensive Practicum: Level III (5 credits)**

BACB requires a minimum of 750 total hours of intensive practicum experience to be eligible to sit for the BCBA exam. This should be manageable to complete within 3 semesters of intensive practicum. You will enroll in 5 credits of practicum for 3 semesters, and the practicums will progress across levels. Practicum is available at a distance using synchronous, online instruction.

**Fall and Spring Semesters (16 weeks):**

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<tr>
<th>Semester</th>
<th>Practicum Level</th>
<th>Credits</th>
<th>Hours Per Credit</th>
<th>Hours</th>
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<tbody>
<tr>
<td>1st</td>
<td>Level I</td>
<td>5</td>
<td>50</td>
<td>250</td>
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<tr>
<td>2nd</td>
<td>Level II</td>
<td>5</td>
<td>50</td>
<td>250</td>
</tr>
<tr>
<td>3rd</td>
<td>Level III</td>
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<td>50</td>
<td>250</td>
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**15 Credits/750 Total Hours**

**Summer Session (9 weeks):**

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<tr>
<th>Semester</th>
<th>Practicum Level</th>
<th>Credits</th>
<th>Hours Per Credit</th>
<th>Hours</th>
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</thead>
<tbody>
<tr>
<td>1st</td>
<td>Level I</td>
<td>5</td>
<td>50</td>
<td>250</td>
</tr>
<tr>
<td>2nd</td>
<td>Level II</td>
<td>5</td>
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<td>250</td>
</tr>
<tr>
<td>3rd</td>
<td>Level III</td>
<td>5</td>
<td>50</td>
<td>250</td>
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</tbody>
</table>

**15 Credits/750 Total Hours**

You will need an FBI background check before you are permitted to begin your practicum, unless you hold a professional license that already required one. A background check can take weeks, so begin this process early. Be sure to read through the instructions carefully. [http://www.fbi.gov/about-us/cjis/identity-history-summary-checks](http://www.fbi.gov/about-us/cjis/identity-history-summary-checks)

Additionally, BACB requires you to pass a competency-based training module on their Experience Standards. To do this, you first need to register with BACB by creating an account: [https://gateway.bacb.com/Account/Register.aspx?ReturnUrl=https%3a%2f%2fgateway.bacb.com%2fDyn2fDynForm.aspx%3fform%3dTEMPLATE_Home](https://gateway.bacb.com/Account/Register.aspx?ReturnUrl=https%3a%2f%2fgateway.bacb.com%2fDyn2fDynForm.aspx%3fform%3dTEMPLATE_Home)

After you are registered, directions for completing the module are located at [http://www.bacb.com/newsletter/BACB_Newsletter_05-14.pdf](http://www.bacb.com/newsletter/BACB_Newsletter_05-14.pdf)
Cost of Courses and Financial Aid

Regardless of your residency status, you will be charged the in-state, resident tuition rate for this graduate online course sequence. Additional course and/or program fees may apply. Because tuition rates adjust each academic year, please click here for the most current graduate rates: http://und.edu/finance-operations/student-account-services/tuition-rates.cfm You pay tuition each semester for the courses you are enrolled in at that time. Tuition is paid on Campus Connection.

Students who are enrolled in our Master’s of Science in Special Education are eligible for federal financial aid. Students who chose the non-degree option are not eligible for federal financial aid, but are eligible for private loans.

Information on student financial aid is available at http://und.edu/admissions/financial-aid/

Online Course Delivery

Coursework is delivered using asynchronous, online instruction. Asynchronous means there are no set times you need to be available online each week for class. Typically, you will be presented with a lesson/module to complete each week using the course management system called Blackboard®.

You will do a plethora of reading in this BCBA course sequence, and you will be tested on this information using weekly quizzes and examinations. Our intent is to prepare you to pass the national examination. The examinations will not be proctored, as you are an adult learner taking graduate level courses, so we trust you are an individual who will ethically take the exams that are designed to help you reach your ending goal. In addition, you will be doing activities that are discussion and performance based.

The BACB’s 4th edition task list is robust, which makes the behavior analysis sequence rigorous. If you are working full-time and have a family, we advise you to only enroll in one or two courses a semester in order to keep it manageable.

Courses are semester-based. Fall and Spring semesters are typically 16 weeks in length; whereas, Summer session is typically 8 weeks in length. Each semester, please access UND’s dates and deadlines calendar to stay informed, especially about when your tuition is due and when you are able to register for the next semester: http://und.edu/finance-operations/student-account-services/index.cfm

There are two misconceptions about online learning:

1. An online class is easier than a face-to-face class. Although an online course may be more "convenient" it is certainly not easier. Self-regulatory behaviors are a must to succeed in an online class.
2. **All students have to do in an online class is complete major assignments.** All courses have major assignments to complete, as well as in-class hours. In an online class, students are still required to have "in-class hours," which in this course sequence are the Weekly Lessons. And just like in a face-to-face class, required readings are done outside of class to prepare for weekly lessons.

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**After Being Admitted to UND**

After you are admitted, you will need to: a) claim your IDM account, b) activate your UND email account, c) log-in to Campus Connection, and d) log-in to Blackboard. To take you through this process, click the following link, then go to Getting Started: [http://und.edu/tech-support/](http://und.edu/tech-support/) You must use your UND email account for all UND correspondence/communication, so be sure to check it on a daily basis. Appendix D has some helpful UND websites.

If you were admitted to the M.S. in Special Education program, you will be assigned an advisor who will work with you to develop an academic plan. If you are a non-degree student, you will not be assigned an advisor in the special education program, but please direct your questions to Dr. Katherine Terras, BCBA Coordinator.

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**Registering for Courses**

In order to register for courses in the BCBA course sequence, you first need to be permitted as either a non-degree seeking student or a student in the M.S. program. Next, you need to obtain permission numbers for the courses you would like to enroll in for a specific semester. To obtain permission numbers, please email [katherine.terras@und.edu](mailto:katherine.terras@und.edu). You always want to register as soon as you can because courses fill up and overrides are rarely given. Typically, registration for both Fall semester and Summer session opens early April, and registration for Spring semester opens early November.

You will register for classes using Campus Connection. This is where you also drop classes, if necessary. Check UND's dates and deadlines calendar for when course registration opens: [http://und.edu/finance-operations/student-account-services/index.cfm](http://und.edu/finance-operations/student-account-services/index.cfm)

See Appendix C for a Campus Connection Instruction Sheet.

Approximately 1 to 2 weeks prior to the semester starting, you will receive a welcome letter from each of your instructors providing you with information about their upcoming course. This letter will be sent to your UND email. If you register for classes, but do not see them listed in Blackboard, it’s because the instructor has not yet made them available to you.
In order to be successful in your online classes, you will need to have your technology in working order before the start of classes. To begin, you will need to have a reliable computer (using an Ipad won’t be possible). You will also need to have good internet access on a continual basis. We recommend you not take an online class if you live in or are traveling to areas where there is no or limited internet connection. Also, you are required to have a working microphone and webcam for your online classes.

To meet the minimum technical requirements please use this link: http://und.edu/tech-support/students/tech-requirements.cfm

Blackboard® is the course management system you will be using for all of your online courses. After you have your IdM, you will be able to log-in to Blackboard (Bb). We recommend you go through the Blackboard basics to learn to navigate this system. To access:

1. Log-in to Blackboard by going to UND’s homepage. Click on Current Student, then click Blackboard.
2. Log-in using your IdM.
3. Using Blackboard’s menu bar at the top, click UND Courses.
4. Then click on Blackboard Student Resource Course
5. Click Navigating Blackboard from the menu bar on the left
6. Then click Blackboard Interface
7. Begin learning the basics© Firefox is the most compatible browser with Bb.

Also, you should always keep the following software updated on your computer:

1. RealPlayer: download at real.com
3. Java: www.java.com

Lastly, Should you need assistance when you are taking your online courses, please direct content questions to your instructors and technology questions to UND Tech Support (701-777-6305).

The primary textbooks for this course sequence will be:


• *Professional and Ethical Compliance Code for Behavior Analysts* (www.bacb.com)

Order your textbooks at the time you register for courses to ensure you have them in time to begin your course. Textbooks are available through The University Bookstore on the UND campus or online at [http://www.und.bookstr.com](http://www.und.bookstr.com)

1. Select Textbooks.
2. Select your "Program" as MAIN CAMPUS AND DISTANCE LEARNING.
3. Select the “Term” of your course, e.g. Spring, Summer, Fall.
4. Select the “Department” for your course, e.g., Art, Business, etc.
5. Select your “Course” by course number.
6. Select your “Section” using the “Class Number” found on your UND Campus Connection course schedule. To view your course schedule in UND Campus Connection, click on “Student Center.”
7. Follow the checkout process.

The system will prompt you to register, which allows you to revisit your order if you need to make a change. You can use your UND financial aid charge account at the bookstore during the fall and spring semesters. To do so, make sure to enter your EMPLID number (User ID) in the required field. Your textbooks can be shipped, or you can choose to pick them up at the University Bookstore in Grand Forks prior to the start of classes.

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**Preparing for the National Exam**

We strongly encourage you to begin preparing for the national exam the semester you begin classes by purchasing a study tool called *Behavior Development Solutions (BDS)*. This is an online module series that helps prep you for taking the national exam relative to content and format. The modules are presented in a test format and provide instruction for items answered incorrectly. BDS can be purchased at [http://behaviordevelopmentsolutions.com](http://behaviordevelopmentsolutions.com)

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**Contact Information**

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**Cristine Deaver, M.S., BCBA, LABA**  
Intensive Practicum Coordinator  
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Grand Forks, ND 58202  
Tel: 701-777-3155 Email: cristine.deaver@und.edu

**School of Graduate Studies**  
325 Montgomery Hall  
290 Centennial Drive Stop 8178  
Grand Forks, ND 58202  
Tel: 701-777-2784 Email: questions@gradschool.und.edu
# Appendix A

Verification with BACB’s 4th Ed. Task List

<table>
<thead>
<tr>
<th>CONTENT AREA AND REQUIRED NUMBER OF CLASSROOM HOURS</th>
<th>Course 1</th>
<th>Course 2</th>
<th>Course 3</th>
<th>Course 4</th>
<th>Course 5</th>
<th>Course 6</th>
<th>Total Hours for Content Area</th>
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<tbody>
<tr>
<td>Institution is on the following system (check one):</td>
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<tr>
<td>□ Semester</td>
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<td>□ Quarter</td>
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<tr>
<td>□ Other (attach description)</td>
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<td>45 hours in ethical &amp; professional conduct</td>
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<td>45 hours in concepts &amp; principles of behavior analysis</td>
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<td><strong>C</strong></td>
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<td>25</td>
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<td>25 hours in measurement (including data analysis)</td>
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<td>20 hours in experimental design</td>
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<td>30 hours in identification of the problem &amp; assessment</td>
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<td>45 hours in fundamental elements of behavior change &amp; specific behavior change procedures</td>
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<td>30 hours in discretionary</td>
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Appendix B

Special Education Course Offerings

SPED 500. Education of the Visually Impaired. 3 credits. A course which provides an overview of the field of visual impairment to include the following areas of emphases: History/Philosophy; Service-delivery models; medical, psychological and educational implications of partial vision or total blindness; curricula methods and materials; current issues/trends.

SPED 501. Diseases and Functions of the Eye. 2 credits. A course which introduces students to: a) the structural parts of the eye and its functions; b) common ocular conditions and diseases and their implications for education; c) interpretation of medical eye examination reports; and d) special considerations for infant, school-age academic, multiply disable and adult populations.

SPED 502. Braille Reading and Writing. 2 credits. In this course students learn: 1) to read and write the literary code of grade 2 braille, and 2) to teach the literary code of grade 2 braille to students of all ages.

SPED 503. Orientation and Mobility/Visually Impaired. 2 credits. This course introduces students to basic orientation and mobility techniques used by specialists when working with individuals with low vision and blindness. Concept development, kinesiology, tactile map construction, dog guides, electronic mobility devices and parental involvement are topics covered with respect to various populations (i.e., infants, school-aged academic children, multiple disabled children and adults).

SPED 504. Communication Media and Methods/Visually Impaired. 3 credits. Prerequisite: Consent of Instructor. This course provides an overview of the communication devices and adaptive technology used by the visually disabled. Students learn to read and write the braille codes for mathematics and music, do basic calculations on the abacus, brail and talking calculator and gain familiarity with computers and software currently used in the field.

SPED 505. Low Vision Assessment and Remediation. 2 credits. Prerequisite: T&L 315 and Consent of Instructor. A course which focuses on children who have severe visual deficits but with proper training are able to utilize their vision for learning. Effects of low vision are studied with respect to psychological/sociological development, academic learning, skills of independent living, and vocational choice. Methods of assessing visual function are examined with emphasis on adaptions needed in the educational settings. Optical and non-optical aids are compared and evaluated.

SPED 506. Introduction to Emotional Disorders. 3 credits. The historical perspective and the complexities of identification and characteristics of emotional disorders will be covered. Students will gain an understanding of service delivery models within a multisystem approach.

SPED 507. Introduction to Intellectual Disabilities. 3 credits. The historical perspective and the complexities of identification and characteristics of Intellectual Disabilities will be covered. Students will gain an understanding of service delivery models within a multisystem approach.
SPED 508. Introduction to Learning Disabilities. 3 credits. The historical perspective and the complexities of identification and characteristics of learning disabilities will be covered. Students will gain an understanding of service delivery models within a multisystem approach.

SPED 509. IEP Development. 2 credits. This course is an introduction to the individualized education plan (IEP) process, including an understanding of how to develop and write effective IEPs for students with disabilities. In addition, the IEP template and process used by the state of North Dakota (i.e., TIENET) will be addressed.

SPED 510. Early Intervention for Children with Special Needs. 2 credits. An introduction to the field of Early Childhood Special Education, primarily for students interested in entering the field. Issues such as program design, parent involvement, identification, infant education, and effects of disabilities will be covered.

SPED 511. Identification and Assessment of Young Children with Special Needs. 3 credits. Prerequisite: Admission to the master’s program in special education. A study of the principles and procedures for screening, identifying and evaluating young children with special needs. Emphasis will be placed on exposing students to available assessment instruments and providing opportunities for actual testing of preschoolers.

SPED 512. Methods and Materials for Preschool Children with Special Needs. 3 credits. Prerequisite: Admission to the master’s program in special education. A comprehensive study of curricula, program development and intervention strategies for disabled children ages birth to 6.

SPED 514. Intervention Strategies with Infants and Toddlers. 2 credits. This course provides for study into the unique needs of infants and toddlers with disabilities as well as the delivery of intervention services to the very young child with disabilities and his/her family.

SPED 515. Professional Development. 1 credit. This course will provide an orientation to the roles and responsibilities of being a resident teacher in special education. Restricted to resident teachers in special education.

SPED 521. Transition to Adult Life. 3 credits. This course focuses on education, personal and vocational transition issues for students with disabilities across all grade levels into adult life. Assessment and transition program planning will be covered along with interagency collaboration skills and career awareness.

SPED 522. Introduction to Gifted/Talented Education. 3 credits. Prerequisite: T&L 315. Historical and evolutionary research, theories, and philosophies for understanding the developmental and social-emotional needs of the more able child from early childhood to adolescence in educational experiences. Characteristics of G/T learners in the intellectual, leadership, academic and creative realms; G/T learners cultural and societal influences on the field, educational trends.

SPED 523. Assessment in Gifted/Talented Education. 3 credits. Prerequisites: T&L 315, 423, SPED 551, or permission of instructor. Formal and informal assessments of characteristics of G/T learners in the intellectual, leadership, academic, and creative realms for identification and qualification for educational programming: assessment of readiness and content mastery. Ongoing assessment, progress monitoring, and data interpretation skills will be practiced. Issues surrounding the identification of G/T learners, including
misdiagnoses, stereotyping, and bias will be critically evaluated. Legal issues surrounding this area, and cultural influences on data sources will be explored.

**SPED 524. Teaching Methods in Gifted/Talented Education.** 3 credits. Prerequisite: SPED 522. Methodological and pedagogical and emotional needs of the more able child in the educational environment. Exploration and analysis of contributing research, theories, and philosophies for designing differentiated learning opportunities from early childhood through adolescence via multiple modes, i.e., Bloom’s taxonomy, multiple intelligences, technologies, multicultural and creative materials; educational trends through curriculum design and the integration of formal and informal assessment data and national/state standards to create individualized learning goals through curriculum compacting, tiering, acceleration, academic planning, modification, and mentorships.

**SPED 528. Advanced Assistive Technology.** 1 credit. This course covers the types and functions of assistive technology for students with disabilities across a variety of settings, e.g., home, schools and community. Assistive technology assessment and a working knowledge of best practices of assistive technology in the lives of students will be addressed. Identification of funding sources and assistive technology resources will also be covered.

**SPED 551. Advanced Assessment/Special Needs Students.** 3 credits. Prerequisite: admission to the master’s program in special education. Theory and practice of assessment, including formal and informal procedures for screening, identification and assessment of learning disabled, emotionally disturbed and educable mentally retarded students. Practical assignment included.

**SPED 552. Inclusive Methods.** 3 credits. The study of a variety of methods and materials for teaching and assessing children and youth with learning and behavior problems in the general education classroom.

**SPED 554. Advanced Methods: LD.** 3 credits. Prerequisite: admission to the master’s program in special education. The study of specific strategies, methods, and materials for working with students with learning disabilities.

**SPED 555. Advanced Methods: ED.** 3 credits. Prerequisite: admission to the master’s program in special education. The study of specific strategies, methods, and materials for working with students with emotional/behavioral disorders.

**SPED 556. Advanced Methods: Intellectual Disabilities.** 3 credits. Prerequisite: admission to the master’s program in special education. This course is a masters level methods course designed for professionals seeking to extend their skills in the areas of instruction, functional (life skills) curriculum, program and curriculum development, and functional behavioral analysis for working with students with moderate to severe intellectual disabilities.

**SPED 557. Progress Monitoring/Special Needs Students.** 3 credits. Prerequisite: admission to the master’s program in special education. This course covers all aspects of progress monitoring including what it is, how it works, the benefits of progress monitoring, various ways and strategies for conducting progress monitoring and how it functions in a Response to Intervention (RTI) model. Students will learn how to track students in reading, math, and written language by collecting data and then using that data to measure student progress and in instructional decision-
making. The strongest research-based strategy for progress monitoring, curriculum-based measurement, will be covered in depth.

**SPED 558. Response to Intervention.** This course will address common elements of Response to Intervention (RTI) including definition, components of successful RTI models, establishing RTI teams and building capacity for school-wide RTI implementation, the use of standard protocol in RTI implementation, monitoring progress in academics and behavior within RTI models, understanding guidelines for problem-solving/decision making in RTI, as well as the future direction of RTI.

**SPED 560. Introduction to Autistic Spectrum Disorder.** 3 credits. Prerequisite: completed degree from a related field of study, e.g., education, special education, speech and language pathology, occupational therapy, physical therapy, social work, nursing, medicine, or seniors who have completed T&L 315, Education of the Exceptional Student, and are completing an undergraduate degree from a related field of study. This is the introductory course in a sequence of interdisciplinary courses focusing on autistic spectrum disorder. Its central purpose is to encourage parents and caregivers of individuals with autistic spectrum disorder to engage in reflective thinking about and critical analysis of the many and varied issues, e.g., identification, educational placement, effective treatments, vocational training, related to the provision of quality lifelong supports for these individuals.

**SPED 561. Methods for Autistic Spectrum Disorder.** 3 credits. Pre-and co-requisite: SPED 560. This is the second required course in a sequence of interdisciplinary courses focusing on autistic spectrum disorder (ASD). Its central purpose is to encourage caregivers and parents who work with persons with ASD to engage in reflective thinking about and critical analysis of the many and varied programs and methods commonly applied in practice with persons with ASD or frequently discussed in the professional literature base.

**SPED 562. ASD: Supports Across the Lifespan.** 3 credits. Pre-and co-requisites: SPED 560 and 561. This is the third required course in a sequence of interdisciplinary courses focusing on autistic spectrum disorder (ASD). Its central purpose is threefold: a) to provide current information related to the chronic stressors experienced by caregivers for and family members of persons with ASD, b) to provide current information regarding career/vocational options related to transition from high school through adult life, e.g., young adults, middle-aged adults, older adults, and c) to provide current information regarding legal issues related to the provision of lifelong supports for persons with ASD.

**SPED 563. ASD: Medical Issues and Trends.** 3 credits. Pre-and co-requisites: SPED 560 and 561. This is the final required course in a sequence of interdisciplinary courses focusing on autistic spectrum disorder (ASD). Its central purpose is to examine the role and future of medicine and medically oriented interventions for persons with ASD. Included in the course are discussions of issues related to conducting wellness examinations with persons with ASD, medication treatments currently available and those that will become available in the future.

**SPED 564. Structured Teaching.** 3 credits. Pre-and co-requisites: SPED 560 and 561. This is an elective course in the sequence of interdisciplinary courses focusing on autistic spectrum disorder (ASD). Its central purpose is to encourage parents and caregivers of individuals with ASD
to engage in reflective thinking about and critical analysis of this educational approach for these persons.

**SPED 565. Methods for Students with Asperger Syndrome.** 3 credits. Pre- and co-requisites: SPED 560 and 561. This is an elective course in the sequence of interdisciplinary courses focusing on autistic spectrum disorder (ASD). This course focuses specifically on the students who function at the high end of the spectrum. The purpose of this course is to provide parents, teachers, and caregivers of individuals with Asperger Syndrome (AS) background, knowledge, and experience with the diagnosis and characteristics, assessments, functional analysis, various methods and practices, transition planning, and support for families related to the provision of quality lifelong supports for these individuals.

**SPED 566. ASD Intensive Early Intervention.** 2 credits. This is an elective course in the sequence of interdisciplinary courses focusing on children with autistic spectrum disorder (ASD) birth to age six. Topics addressed will include basic characteristics of children with ASD birth to age six, the developmental implications for these children and their families, and research-supported early interventions utilizing a family-centered approach with an emphasis on natural learning opportunities.

**SPED 567. ASD Assessment.** 3 credits. Pre- and co-requisites: SPED 560 and 561. This course will help students gain a deeper understanding of the educational assessment, along with exploring some of the issues and controversies surround assessment.

**SPED 578. Behavior Management for Special Needs Students.** 3 credits. Pre-requisite: admission to the master’s program in special education. The study of a variety of effective behavior management and assessment techniques appropriate to the needs of children and youth with special needs. Topics include procedures to increase self-awareness, self-management, self-control, self-reliance, self-esteem, and assessment procedures and techniques for determining behavioral needs.

**SPED 580. Practicum: Special Education.** 1-5 credits. Practicum in the study of children and adolescents with disabilities in school and related settings. May be repeated.

**SPED 583. Internship: Autism Spectrum Disorders.** 1-6 credits. Pre-requisites: SPED 560, 561, and consent of the instructor. This is a culminating experience for students in the area of autistic spectrum disorders. This course is designed for students to synthesize previously learned information from coursework as they apply and implement their knowledge and skills through written products and classroom performance.

**SPED 584. Internship in Education: Gifted/Talented.** 1-6 credits. Prerequisites: SPED 522, SPED 523, SPED 524 and/or consent of the instructor. This is a culminating field experience. May be repeated.

**SPED 585. Internship: Visual Impairment.** 1-6 credits, repeatable to maximum of six credits. Pre-requisites: SPED 500, 501, 502, and consent of the instructor. This is a culminating experience for students who are seeking licensure or an endorsement in the area of visual impairment. This course is designed for students to synthesize previously learned information from coursework as they apply and implement their knowledge and skills through written products and classroom performance.
**SPED 586. Internship: Emotional Disturbance.** 1-6 credits. Pre-requisite: consent of the instructor. This is a culminating experience for students in the area of emotional disturbance. This course is designed for students to synthesize previously learned information from coursework as they apply and implement their knowledge and skills through written products and classroom performance.

**SPED 587. Internship: Intellectual Disabilities.** 1-6 credits. Pre-requisite: consent of the instructor. This is a culminating experience for students in the area of Intellectual Disabilities. This course is designed for students to synthesize previously learned information from coursework as they apply and implement their knowledge and skills through written products and classroom performance.

**SPED 588. Internship: Learning Disabilities.** 1-6 credits. Pre-requisite: consent of the instructor. This is a culminating experience for students in the area of learning disabilities. This course is designed for students to synthesize previously learned information from coursework as they apply and implement their knowledge and skills through written products and classroom performance.

**SPED 589. Internship: ECSE.** 1-4 credits. Pre-requisites: SPED 510, 511, 512 and consent of the instructor. This is a culminating experience for students who are seeking licensure or an endorsement in the area of early childhood special education. This course is designed for students to synthesize previously learned information from coursework as they apply and implement their knowledge and skills through written products and classroom performance.

**SPED 590. Special Topics in Special Education.** 1-4 credits. Exploration of special topics (e.g., Braille Code, Infant/Toddler Mental Health, Response to Intervention, Concepts/Principles of Behavior Analysis, Methods & Application of Behavior Analysis) in the study of special education. May be repeated for different topics. For course descriptions of special topics courses, contact the Special Education Program.

**SPED 591. Readings: Special Education.** 1-4 credits. Pre-requisite: consent of advisor and instructor. Designed primarily for advanced graduate students. May be repeated for different topics.

**SPED 593. Independent Project: Special Education.** 1-4 credits. Pre-requisite: consent of advisor and instructor. Designed primarily for advanced graduate students. May be repeated for different topics.

**SPED 995. Scholarly Project.** 2 credits. Pre-requisites: consent of advisor. The scholarly project demonstrates critical analysis and application of information and experiences gained throughout the program of study. The project allows students to demonstrate scholarly skills in an integrated manner that is directly related to their roles as teachers, program evaluators, and action researchers. The scholarly project must be approved by the student's advisor.
Appendix C

Campus Connection Instructions
Log onto Campus Connection and click on “Student Center”

Search for classes if you need class numbers

Click on the tiny “enroll” on the left
Choose the semester, click continue.

1. Select classes to add

To select classes for another term, select the term and click Change. Satisfied with your class selections, proceed to step 2 of 3.

2008 Fall | Graduate | University of North Dakota

Choose the semester, click continue.

Add to Cart:
Enter Class Nbr

Find Classes

Class Search

My Planner

search

Type in the class number and click enter.

If the course needs a permission number you will be prompted to enter it after you enter the class number. Submit your selections and double check your enrollment is successful.
Appendix D

Expectations of Students Taking Online Courses

All courses in the special education master’s programs vary in format. The format of the class is determined by the instructor; it is critical that you determine the course format and requirements prior to beginning a class. Be aware that the biggest mistake students make about taking online courses is thinking that they will be easier than face to face courses. The opposite is true since online courses are typically more time-consuming and difficult than face to face courses. Success with online courses can be achieved by doing the following:

**Before the Class Begins (preferably 2 weeks before)**

- **Order your textbooks.** Go to the UND Bookstore website (the UND homepage at [www.und.edu](http://www.und.edu), click on A-Z, click on “B”, and click on Bookstore) and determine the textbooks for each of your courses and order all books in time to have them for the first class. Instructors will expect you to have textbooks by the first class and if you do not, you may be delayed in completing assignments thus losing points towards your semester grade.
- **Login to Blackboard** (click on My UND on the UND homepage and then Blackboard or simply click on the Bb icon on the UND homepage) to see if there are any announcements for your classes or syllabi posted.
- **Check the computer requirements for online courses** (under Blackboard Student Resource Course on Blackboard) and make sure that you have the equipment, including both hardware and software, required for each course. Additionally, you are responsible for ensuring all equipment is working prior to the first class.
- **Check all the information in Blackboard Student Resource Course** which describes all aspects of using Blackboard for an online course. You will be expected to know how to post comments on a blog, use the discussion board, retrieve and submit assignments, check your grades, and many more aspects of Blackboard. It is your responsibility to find out how to use all of the various components and content areas of Blackboard.

**During the Class/Throughout the Semester**

- **Plan to spend sufficient time on the course.** You are expected to put in the same amount of time in online courses as you would if they were face to face courses on-campus. For example, if a three credit course were meeting on-campus it would meet for 3 hours each week for 16 weeks. In addition to this meeting time, you would be expected to spend an additional hour for each hour of class on assignments and readings. Thus, you would be expected to spend at least 6 hours each week on a three credit class (e.g., readings, working on assignments, chat sessions, live Adobe Connect sessions).
- **Check the Announcements on Blackboard** for each of your classes on a daily basis, Monday through Friday. Checking it once a day will ensure that you are aware of any new information being conveyed through the Announcements content area for the class.
- **Communicate with the instructor.** Even though you may not see the instructor each week, any needed communication with the instructor should be done via email, Blackboard IM, or telephone in a timely, prompt manner.
- **Plan to take the course as presented.** Just as with an on-campus course, you should refrain from asking for the course to be customized to fit your vacation and/or professional schedule.
- **Log-in to your UND email account daily.** All UND communication related to courses, graduate school, student account services, etc. is directly linked to your UND account and cannot be changed. You are responsible for all emails sent to you so ensure you check your UND account.
Appendix E

University of North Dakota

Special Education Master’s Program

Frequently Asked Questions

In addition to the FAQ’s below, be sure to check the Graduate School’s FAQ’s at http://graduateschool.und.edu/graduate-students/new/faqs.cfm

What are the criteria for admission into the master’s program? A bachelor’s degree in any field from a regionally accredited university, a cumulative grade point average (GPA) of at least 2.75 for all undergraduate work or a GPA of at least 3.0 for the junior and senior years of undergraduate work (based on A = 4.00), and a total application score above the cut-off. The total score is determined by a review of the application by special education faculty and is based on the undergraduate GPA, the personal statement (see question #5), and the letters of recommendation. The GPA and personal statement carry the most weight in the scoring process.

What if the cumulative undergraduate GPA is not at least 2.75 or the junior/senior year GPA is not at least 3.0? There is the option to admit someone in this situation provisionally, but the special education program seldom does so due to a large number of applicants. It is recommended the applicant apply as a non-degree student first and take a minimum of 12 graduate credits. Twelve graduate credits can be used in place of an undergraduate GPA (and will also transfer into the master’s degree), thus the application to the master’s program (see question #13) can be scored using the graduate GPA rather than the undergraduate GPA. In addition, as a non-degree student, the faculty get to know the applicant and how he/she will perform in the master’s program, thus increasing the likelihood of admission to the master’s program.

What is required in the application for the master’s program? The application includes the online application form, a $35 fee, three recommendations (these can be completed and submitted online by your recommenders), all official transcripts (includes all institutions you attended even if you only took one course), and the “Personal Statement” (note that this is different from the Statement of Purpose). Everything can be submitted online except for the official transcripts which must be sent directly to the Graduate School at the University of North Dakota. Note that the “Personal Statement” is required in place of the GRE and is scored based on depth of discussion, authenticity, organization, and mechanics.

What are the requirements for the letters of recommendation? Three letters of recommendation are required. One or more of the recommendations should come from a professor who knows your work as a student. Another recommendation should be from an employer or supervisor who is familiar with your work “on the job.” The third recommendation can be from a colleague or someone who is familiar with your work in a volunteer or community setting or activity. If your undergraduate degree was completed several years ago, and contacting professors is difficult, you can substitute a recommendation from a second employer or supervisor or a second colleague. The online recommendation form is part of the online application. You submit the recommender’s email address and then he/she completes the form online and submits it online. The recommendation goes directly into your application.
What is required in the personal statement? The personal statement is four questions: What have you already done professionally or personally of which you are proud? Please include chronological history of all professional teaching or administration experience, as well as academic honors or achievements you have earned. What are the characteristics, attitudes, values, and/or skills you think will make you a good candidate for your professional role? Describe several personal and professional goals you would like to achieve in the next five years. Include in your description reasons why these goals are important to you.

Describe your purpose in seeking your master’s degree in special education. State which disability area/s you are interested in and why, if you are seeking teacher certification in your state, and if so, if you have contacted your state teacher licensing office to determine the requirements for licensure/certification in your state. The length of each response should be 1-2 pages double-spaced. The personal statement is scored for depth of discussion, authenticity, organization, and mechanics.

Which degree should I choose, the M.S. or the M.Ed.? The best degree to choose is the M.S. Special Education since all of the courses are offered online, whereas in the M.Ed. option, some of the courses are not offered online on a regular basis. There is no difference in how the two degrees are viewed in the field. The only difference is two courses. In the M.S., you are required to take two scholarly tools courses (research and/or assessment courses), whereas in the M.Ed., you are required to take two foundations of education courses (e.g., history of education, philosophy of education, social aspects of education).

What specialization areas are offered? There are eight specialization areas and a general degree to choose from. The specialization areas include autism spectrum disorder, intellectual disabilities, early childhood special education, emotional disturbance, gifted/talented, learning disabilities, strategist (a combined program of ID, ED, and LD), or visual impairment. There is also the “general” special education area which allows you to choose courses from several of the specialization areas.

Do I have to choose a specialization area? A specialization area does not have to be chosen. In place of choosing a specialization area, the student chooses courses of interest from all of the special education courses (i.e., the “general” area). This allows the student to take courses from several of the specialization areas.

Can I choose more than one specialization area? You can choose two or more specialization areas. All requirements for each area must be completed.

What is the cost of tuition and fees? The tuition and fees for the current year (2015-2016) are $393 per credit for online/distance students. The most current tuition and fees can be found on the UND website under Student Account Services.

What are the deadlines for applying? The deadline for starting in the Summer (June start) or Fall (August start) is March 15th, and for starting in the spring (January start) is October 15th.

What if my recommendations and/or transcripts do not arrive by the deadline? The online application, with personal statement and the $35 fee must be submitted by the March 15th or October 15th deadline. Recommendations and transcripts can arrive up to two weeks after the application deadline.
Thus, we will review applications that “complete” (all components) by November 1 in the fall and by April 1 in the spring.

What are the steps for applying to the program? On UND’s homepage (www.und.edu) click on “Future Students” on the left side of the page. Under the “Apply Now” button in orange, click on “Graduate School” button under the “Admissions Information” column. Next, click on “New Students” on the right hand side of the page. Then click on “Application instructions by program.” You will find the instructions for applying to either the master’s program or applying as a non-degree student. Read all of the instructions and then at the bottom of the page under “Additional Requirements by Department” click on the “S” to see the personal statement guidelines under Special Education. There is additional information regarding applying at the top of the page under “New Students” on the left side. The “Apply to a Program” button, also on the left side, will take you to the MyGradSpace page where you will set up your account for completing the application. Follow the instructions for setting up your MyGradSpace account. This account is where you will submit all of your application forms and accompanying documents.

How do I apply to the master’s program if I have been enrolled previously as a non-degree student? If you have already applied and been admitted as a “non-degree” graduate student at the University of North Dakota, you will need a second email and new login to set up a second MyGradSpace account for the master’s application (you cannot use the account you created for the non-degree application). If you do not have a second email account, one can be created easily on gmail, yahoo, or any other similar provider at no charge.

If I miss the application deadline, can I apply as a non-degree student? If you miss the deadline for the master’s admission, you can apply as a non-degree student and take up to nine credits that will transfer into your master’s degree. Note that you will need two MyGradSpace accounts: one for the non-degree application and one for the master’s application. All information can be the same on both accounts except for your email address and login. The non-degree application consists of the online application form and the $35 fee (transcripts, recommendations, and personal statement are not required). The deadline for the non-degree application is the first day of the semester. The website for the non-degree application can be found at: http://graduateschool.und.edu/graduate-students/new/non-degree.cfm

When will I hear something once I’ve submitted my application? Applications for summer and fall semesters are reviewed the first half of April and applications for spring semester are reviewed the first half of November. Following this review, the special education graduate director/s submits recommendations for admission or denial of admission to the School of Graduate Studies. The School of Graduate Studies makes the final decision on admission. Once this decision is made (takes 1-2 weeks following the review by faculty), you will receive an email letter from the School of Graduate Studies offering you admission (or denying you admission). If you are offered admission, you must “accept” your admission following the steps described in the email. Your acceptance will be processed in 1-3 days and you will be “activated” to register for classes.

What prerequisites are required? The only prerequisite is a completed bachelor’s degree. Any major/field is acceptable.
Am I eligible for the master’s degree in special education if I do not have an undergraduate degree in education? Any undergraduate degree is acceptable for admission to the master’s program in special education, although your state may require a degree in general education or courses in general education in addition to the master’s degree in special education. If you are seeking teacher certification, check with your state teacher licensing office to see what the requirements are.

Can courses from another institution be transferred into the master’s degree program at UND? Up to nine credits from other accredited universities can be transferred into the master’s program at UND, as long as they are graduate credits and as long as they are not more than seven years old at the time you graduate with your master's degree. Transfer credits cannot be part of a completed degree and must be letter graded.

Is teacher certification available through your program? We have an approved teacher certification program in special education for the state of North Dakota. If you are seeking teacher certification, we will make sure you meet the requirements for certification in North Dakota. Our licensing officer will verify you met the requirements for North Dakota. Most states will accept this verification as part of “interstate reciprocity.” Be sure to check with your state licensing office to see if they will accept a master’s degree from the University of North Dakota for certification in your state. If your state or place of employment requires you apply for and attain North Dakota certification, we will make sure you complete the requirements for the North Dakota license titled Special Education: Exceptional Children.

For what grade levels can I be certified? All of the specialization areas except for Early Childhood Special Education (birth to nine) cover grades K-12. Thus, you can be certified for elementary, middle, and high school levels.

How long are each of the semesters? Summer session is 8 weeks long and fall/spring semesters are 16 weeks long. Typically, fall semester begins the last Monday in August, spring semester begins the second Monday in January, and summer session begins the first Monday in June.

What courses are offered and when? For a listing of courses offered and in which semester, refer to the special education website at http://education.und.edu/teaching-and-learning/sped.cfm. On the special education homepage, click on Current Student Info and then on the Proposed Rotation of Courses pdf.

How many courses can I enroll in each semester? If you will be receiving financial aid, you must enroll in a minimum of six credits each semester. Typically, graduate students who are working full-time will take six to eight credits each semester. Twelve credits is full-time.

What is the format of the courses? The format of each course varies by instructor, although none of the courses meet on a regular weekly basis. Some courses may require a “chat” session with the instructor and other students, although more than one chat time may be available. Chat sessions do not occur weekly, but may occur every 2-3 weeks. A few of the advanced courses (e.g., assessment, methods) require attendance at one or two “live” sessions during a semester. Courses may also offer live help sessions which are recorded so you may attend the help session or choose to view the recording when it is convenient for you. A majority of the master’s students work during the day, thus all sessions (chat or live) occur in the evening during the week. Interaction with other students and the instructor will also occur through discussion boards, blogs, wikis, and Blackboard IM (instant messaging program).
Blackboard is the platform used for all online courses and is where announcements, course content, assignments, and tests/quizzes are made available.

**Am I eligible for a tuition waiver?** Tuition waivers cannot be used for online courses, thus, if you will be an online/distance student, you will not be eligible for a tuition waiver.

**Am I eligible for financial aid?** Master’s degree students are typically eligible for financial aid. To receive financial aid, the online FAFSA form must be completed and you must enroll in a minimum of six credits each semester. See the UND Financial Aid Office website for additional information.

**Am I eligible for financial aid as a non-degree graduate student?** A financial aid officer may tell you that you are not eligible for financial aid as a non-degree student, BUT one of the exceptions to this rule is working towards teacher certification. The special education program graduate director will send a memo to the Financial Aid Office at UND on your behalf stating you are working towards teacher certification and are therefore eligible for financial aid.

**What is the best semester to begin the program?** The program can be started in any semester, including summer.

**What classes will I take my first semester?** Once you are admitted, your advisor will draft an academic life plan for you based on your interests and needs. The academic life plan will map out your program so you will know which courses to take each semester. If you are accepted as a non-degree graduate student, the graduate director for special education will advise you regarding which courses to take.

**Is student teaching required?** Internship or practicum is the equivalent of student teaching at the graduate level and is only required if you are completing the coursework for a specialization area (e.g., LD, ASD, ECSE, ID). An internship is typically completed in a school setting and can be “on the job” if you are working with students with disabilities or a “traditional” internship where you are required to find your school placement/setting. A practicum is designed for those who are in non-school settings such as residential or home settings. Both internships and practicum require a minimum of two credits with 60 hours of direct student contact equivalent to one credit (i.e., a total of 120 hours).

**Board Certified Behavior Analyst (BCBA) Questions:**

**Does UND provide the courses required to become a BCBA?** Our BCBA course sequence is approved by the Behavior Analyst Certification Board, Inc.® (BACB). The BACB requires 18 credits/270 semester hours of coursework to meet their requirement. This is a total of 6 graduate level courses in behavior analysis at UND. Course content represents the 4th Ed. Task List.

**What are my options for enrolling to begin the BCBA coursework?** There are two options for taking the BCBA course sequence: a) as a Non-Degree student (two applications required), or b) as a master’s student in the Master of Science in Special Education program. In order to be admitted as a Non-Degree student, you need to first complete an application for the SPED program: [http://education.und.edu/teaching-and-learning/_files/docs/bcba-nondegree-application-instructions.pdf](http://education.und.edu/teaching-and-learning/_files/docs/bcba-nondegree-application-instructions.pdf) and then complete the School of Graduate Studies non-degree
application. See the Special Education Program website for information regarding the BCBA program and application processes: http://education.und.edu/teaching-and-learning/sped-board-certified-behavior-analyst.cfm

Does UND provide the practicum to meet BACB’s experience requirement? Yes, we offer the intensive practicum. BACB requires a minimum of 750 total hours of intensive practicum experience to be eligible to sit for the BCBA exam. This should be manageable to complete within 3 semesters of intensive practicum. You will enroll in 5 credits of practicum for 3 semesters, and the practicums will progress across levels:

Who should I contact if I have other questions about the BCBA sequence of courses? For additional information regarding the BCBA sequence of courses, contact Dr. Katherine L. Terras, Associate Professor and BCBA Coordinator, Special Education, Department of Teaching and Learning, Education Building, Rm 384, 231 Centennial Drive Stop 7189, Grand Forks, ND 58202, 701-777-2863 or katherine.terras@und.edu
Appendix F
Helpful UND Websites

http://und.edu/
This is the UND homepage. If you click on “Current Students,” you will gain quick access to “buttons” for Campus Connection, Blackboard, and Student Email, as well as several departments across campus.

http://und.edu/academics/registrar/one-stop.cfm
This is the page for One Stop Student Services. If you bookmark this page, you will have quick access to all of the important pages on the UND website including calendar/deadlines, financial aid, registration, billings and payments, transcripts and grades, and degree/graduation services.

http://und.edu/tech-support/
This page has information about how to get started at UND including Getting Started, Campus Connection, Blackboard, Claim My Account, and Email. All newly admitted students should view this website and review all of the areas listed on the webpage, but especially those sections listed above.

http://graduateschool.und.edu/graduate-students/current/forms.cfm
This page has all of the School of Graduate Studies forms you will need as you navigate through your master’s program.

http://und.edu/admissions/financial-aid/
This is the homepage for the Financial Aid Office. There is a great deal of information on this website to help you with any financial aid questions you may have.

http://und.edu/finance-operations/student-account-services/index.cfm
This is the homepage for Student Account Services and includes information about tuition and fees, semester deadlines, payment options, and also a “Student Guide” for the current semester with lots of good tips for making it through the semester successfully.