



ONLINE MASTER OF EDUCATION IN SPECIAL
EDUCATION PROGRAM:
APPLIED BEHAVIOR ANALYSIS HANDBOOK

School of Education

2024-2025

augie.edu/aba



**MASTER OF EDUCATION
APPLIED BEHAVIOR ANALYSIS**
AUGUSTANA
UNIVERSITY

WELCOME

We are excited to welcome you to the Master of Education in Special Education: Applied Behavior Analysis program at Augustana University. You are part of a cohort that has representatives from around the country, and in some cases, from around the globe! We are pleased that you chose to pursue your graduate degree at Augustana.

This program handbook will acquaint students about many aspects of Augustana University, as well as specifics about the Master of Education in Special Education: Applied Behavior Analysis program. In these pages, you will see descriptions of the supports and services available to students, as well as our rules governing academic life, and our Code of Student Conduct. This code provides the model for student interactions and is central to Augustana's unique culture and community. We ask that you review these rules and the code and abide by them.

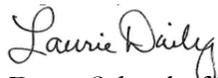
Augustana University offers exceptional opportunities to collaborate with colleagues as students make progress through the program. The design of the program also allows students to continue working in behavior-related settings while earning a graduate degree in applied behavior analysis and completing supervised fieldwork experiences within clinical practica, thus providing an eligibility pathway to the Board Certified Behavior Analyst® (BCBA).

The program is very much aligned to the mission and core values of the university, the conceptual framework of the School of Education, and specific program goals and outcomes. Information about the mission, values, and conceptual framework have been provided in this Program Handbook.

As a graduate student, you are expected to work diligently and with a high degree of independence. At the same time, you will complete programs in the context of community. This community is in the form of small cohorts, with well-qualified and caring instructors, who seek to provide both high expectations and care as students engage in their work.

Thank you for choosing Augustana. We hope you find that your program is both challenging and fulfilling.

Respectfully,



Dean, School of Education



Director, Applied Behavior Analysis Program

TABLE OF CONTENTS

WELCOME	1
INTRODUCTION	4
THE UNIVERSITY'S GRADUATE PROGRAM HANDBOOK GENERAL INFORMATION	5
ABOUT THE GRADUATE PROGRAM HANDBOOK	5
EQUAL OPPORTUNITIES POLICIES AND PROCEDURES	6
ACADEMIC POLICIES	8
GRADING SYSTEM	10
FINANCIAL INFORMATION	19
STUDENT CODE OF CONDUCT	23
WELL-BEING MODEL	23
ACCESSIBILITY SERVICES	23
GRADUATION	24
PROGRAM SPECIFIC POLICY INFORMATION	24
MASTER OF EDUCATION IN SPECIAL EDUCATION: APPLIED BEHAVIOR ANALYSIS PROGRAM	25
MISSION AND OUTCOME STATEMENTS	26
THE SCHOOL OF EDUCATION'S MISSION STATEMENT	26
CONNECTION TO THE CIRCLE OF COURAGE	26
THE M.ED. SPED ABA PROGRAM'S MISSION STATEMENT	27
THE OUTCOMES OF THE M.ED. SPED ABA PROGRAM	28
COHORT MODEL	29
ADMISSION REQUIREMENTS FOR M.ED. SPED ABA PROGRAM	29
INFORMATION ON M.ED. SPED ABA TUITION AND FEES	30
GETTING STARTED	31
M.ED. SPED ABA ACADEMIC CALENDAR	31
HOW TO REGISTER FOR CLASSES	31
AUGUSTANA BOOKSTORE AND TEXTBOOK INFORMATION	31
LOGGING INTO UNIVERSITY PLATFORMS	31
Canvas	33
My.Augie.edu	33
TECHNOLOGY REQUIREMENTS	34
LIBRARY SERVICES	35
REQUIREMENTS FOR ABA GRADUATE DEGREE	36
GENERAL DEGREE REQUIREMENTS	36
APPLIED BEHAVIOR ANALYSIS DEGREE REQUIREMENTS	36

SPECIAL REQUIREMENTS FOR FIELDWORK EXPERIENCES	37
Proof of Professional Liability Insurance	37
APPLYING FOR CERTIFICATION AS A BCBA	38
AN IMPORTANT NOTE ABOUT STATE LICENSURE	38
COURSE DESCRIPTIONS	39
SPED 625 BEHAVIOR-CHANGE FUNDAMENTALS (Methods) (3crs)	39
SPED 626 FUNCTIONAL BEHAVIOR ASSESSMENTS & INTERVENTIONS (3crs)	39
SPED 628 RESEARCH METHODS IN BEHAVIOR ANALYSIS (3crs)	39
SPED 627 MANAGEMENT & SUPERVISION FOR BEHAVIOR ANALYSTS (3crs)	39
SPED 624 CONCEPTS AND PRINCIPLES OF BEHAVIOR ANALYSIS (3crs)	40
SPED 623 PROFESSIONAL ETHICS FOR BEHAVIOR ANALYSTS (3crs)	40
SPED 696 CAPSTONE IN BEHAVIOR ANALYSIS (3crs)	40
ABA FIELDWORK EXPERIENCE COURSES (Beginning 8/1/23)	41
AU ABA FIELDWORK EXPERIENCE - TRAINEE HANDBOOK	41
PROGRAM PLAN OF STUDY	43
CONTACT INFORMATION	44
THANK YOU	45

INTRODUCTION



The Master of Education in Special Education: Applied Behavior Analysis Program Handbook is the official resource that defines our expectations for student life. These are the policies and practices that allow us to collaboratively work alongside each other, to respectfully respond to conflicts with one another, and to resolve violations of our Code of Student Conduct in ways that emphasize learning and personal accountability.

This important resource along with the [Academic Catalog](#) contains important information that Augustana students are expected to be familiar with. We hope that you will take many opportunities to become familiar with the contents of both publications. It is important for you to know that the responsibility for understanding and following our policies and procedures whether it is the Code of Student Conduct or the requirements for graduation rests entirely with you, the student.

On behalf of our faculty and staff, we wish you a successful academic year, and we look forward to participating with you in the special events and programs that make Augustana a uniquely special learning community.

THE UNIVERSITY'S GRADUATE PROGRAM HANDBOOK GENERAL INFORMATION

ABOUT THE GRADUATE PROGRAM HANDBOOK

The M.Ed. SPED ABA Program Handbook is maintained by the Program Director in collaboration with the Director of Graduate and Continuing Education, the Registrar, and the Dean of Students Office. The Graduate Program Handbook is the university's official notification of standards, rules, policies, values and responsibilities that characterize student life at Augustana. Students are expected to read, understand and comply with the provisions of the M.Ed. SPED ABA Program Handbook and to be guided by the spirit of the standards. The contents of the M.Ed. SPED ABA Program Handbook will supersede and revoke all prior statements of policy at Augustana concerning matters contained in program handbooks from previous years. If this M.Ed. SPED ABA Program Handbook does not address a matter of interest to you or if you are uncertain about something after you have read the applicable policy or guideline, contact the program director for more information.

DISCLAIMER: No student handbook can anticipate every circumstance or question regarding university policies. On occasion, some (indirect) online links may take you to information published by other campus entities that cannot be guaranteed to be accurate. Accordingly, this publication is not intended to be a legally binding contract. Therefore, Augustana reserves the right to amend, supplement, interpret, rescind, or deviate from any policies or portions of the M.Ed. SPED ABA Program Handbook from time to time as it deems appropriate based on the facts and circumstances surrounding each situation, in its sole and absolute discretion. As changes to the M.Ed. SPED ABA Program Handbook are made during the course of an academic year, this website and all of its linked contents will serve as an essential resource for policies, procedures and resources.

EQUAL OPPORTUNITIES POLICIES AND PROCEDURES

Augustana University affirms its commitment to promote the goals of fairness and equity in all aspects of the educational enterprise. Augustana policies and procedures related to discrimination (age, race, sex, gender identity, nationality, etc.) are designed to promote principles of global human dignity with an emphasis on meaningful remedies, social justice, victim empowerment and advocacy, comprehensive investigation and prompt, humane, nonadversarial resolution of everything from bias incidents to stalking, to rape and intimate partner violence.

The policies presented here are subject to resolution using Augustana's Equity Grievance Process. This process is based upon an Office for Civil Rights (OCR) compliant model. Augustana resolves discrimination complaints involving students, faculty and staff using a common policy and one centralized procedure.

The Equity Grievance Process is applicable regardless of the status of the parties involved, who may be members or non-members of the campus community, students, student organizations, faculty, administrators and/or staff.

Augustana University affirms its commitment to promote the goals of fairness and equity in all aspects of the educational enterprise.

Reports of discrimination, harassment and/or retaliation should be made promptly. There is no time limitation on the filing of grievances as long as the accused individual remains subject to the university's jurisdiction.

Inquiries about these policies and related resolution processes may be made internally to:

Beth Elam, Associate Dean of Students (Title IX Coordinator)
Dean of Students Office, Mortenson Center #116
Augustana University, 2001 S. Summit Avenue, Sioux Falls, SD 57197
Office: 605.274.4124, Email: beth.elam@augie.edu

Inquiries may be made externally to:

Office for Civil Rights (OCR), U.S. Department of Education 4
00 Maryland Avenue, SW
Washington, DC 20202-1100
Customer Service Hotline: 800.421.3481
Email: OCR@ed.gov
Web: www.ed.gov/ocr

[1] Recent guidance from the U.S. Department of Education's Office for Civil Rights clarifies that sexual harassment includes all forms of sexual violence including sexual misconduct, exploitation, stalking and other related policies as defined in this publication.

[2] The University is continuing a review of its policies and resolution procedures to ensure that processes, protocols and resources are in compliance with guidance issued by the U.S. Department's Office for Civil Rights. During this process, content appearing on this website supersedes all print documents and will serve as the essential resource for current practice.

[3] ATIXA 2020 ONE POLICY, TWO PROCEDURES MODEL. USE AND ADAPTATION OF THIS MODEL WITH CITATION TO ATIXA IS PERMITTED THROUGH A LIMITED LICENSE TO AUGUSTANA UNIVERSITY. ALL OTHER RIGHTS RESERVED. © 2020. ATIXA

[4] These policies and procedures will be reviewed and updated annually by the Title IX Coordinator and Deputy Coordinators. The Title IX Coordinator may make minor modifications to procedures that do not materially jeopardize the fairness owed to any party. However, the Title IX Coordinator may also vary procedures materially with notice (on the institutional website, with appropriate date of effect identified) upon determining that changes to law or regulation require policy or procedural alterations not reflected in this policy and procedure. Procedures in effect at the time of its implementation will apply. Policy in effect at the time of the offense will apply even if the policy is changed subsequently, unless the parties consent to be bound by the current policy. Date of last review: August 4, 2020.

ACADEMIC POLICIES

Class Attendance - In Person

Class attendance is expected of all students. Instructors will outline their specific attendance policies during the opening meeting of the class. These attendance expectations are also to be included in the course syllabus. Students who find it necessary to be absent because of illness or other reasons should notify the instructor before the class period. Students missing class or arriving late assume responsibility for communicating with the instructor. Instructors may require students to provide verification of reasons for absence. Instructors have the right to request an unofficial withdrawal of a student from their course for non-attendance and lack of communication. Instructors are encouraged to make arrangements to accept coursework, administer examinations ahead of time or allow make-up work, but reserve the right not to do so.

Class Attendance – Online

Overall, student “attendance” in online courses will be defined as active participation and engagement in the course as described in each course syllabus. Online courses will, at a minimum, have weekly mechanisms for student participation and engagement, which can be documented by any or all of the following methods: student tracking in the Learning Management System (Canvas); submission/completion of assignments; participating in synchronous and/or asynchronous course assignments (i.e., weekly discussion boards, forums and chats; and communications with the instructor).

Students who do not log on to the course within the 100% drop/add (census) period for the course will be considered a "no-show" and will be administratively withdrawn from the course without record. Drop/add and withdrawal dates are listed on the academic calendar, online in the Graduate Office program section, and on the course syllabus. Students who fail to maintain active participation and engagement in an online course as defined in the course syllabus will be processed in accordance with the University’s current attendance policy. To be counted as actively participating, it is not sufficient to log in and view the course. The student must be submitting work as described in the course syllabus.

Success in this online course is dependent on your active participation and engagement throughout the entire course. As such, you are required to complete all assignments by the due dates, and to actively participate in synchronous and/or asynchronous course requirements according to established timelines.

If you find that you cannot meet the class’s minimum discussion requirements due to such a circumstance, please contact your instructor as soon as possible.

Course Time Commitment

Accreditation standards dictate the number of hours expected for the completion of graduate courses. Since the standard expectation is 45 hours of work for each credit, a three credit graduate course requires approximately 135 hours of work. This translates to approximately 20 hours of work per week in a 7-week course. Itemized engaged time for each course is listed specifically on each course syllabus.

Unofficial Withdrawal

If the Registrar's Office receives confirmation from all of a student's faculty that a student has ceased attending all courses without explanation, the Registrar will withdraw that student from all courses.

Academic Integrity

Academic Integrity is vital to the academic environment at Augustana because it involves the search for and acquisition of knowledge and understanding. Evaluation of each student's level of knowledge, understanding, and ability to synthesize and integrate materials requires tangible assessment via reports, examinations, and homework. Any willful misrepresentation of the relation between the work being evaluated and the student's actual state of knowledge is an act of academic dishonesty. The following is a partial list of examples of Prohibited Conduct:

- Plagiarism
- Using the exact language of someone else without the use of quotation marks and/or without giving proper credit to the author
- Rearranging another's ideas or material and presenting them as though they are one's original work without giving appropriate acknowledgment
- Submitting a document written by someone else as one's own work
- Paying for or obtaining another's work and submitting it as one's own
- Giving or receiving answers to an exam
- Copying, with or without another person's knowledge, during an exam
- Doing class assignments for someone else
- Submitting a paper that has been purchased from a commercial research firm or the web
- Fabricating items on a bibliography
- Obtaining an unauthorized copy of a test in advance of its scheduled administration
- Using unauthorized notes during an exam
- Collaborating with other students on assignments when it is not permitted
- Altering answers on a scored test and submitting it for a re-grade
- Accessing and altering records in a grade book
- Stealing class assignments from other students and submitting them as one's own

- Fabricating laboratory or research data
- Destroying, stealing or sabotaging the work of other students
- Resubmitting a previously graded assignment for a different course
- Engaging in other conduct that a reasonable person would consider dishonesty relating to academic achievement, research results or academically related public service
- Uploading assignments, tests, or any academic work product to any educational resource website such as Chegg.

Honor Code

The complete procedures for implementation of the Honor Code are at www.augie.edu/honor.

GRADING SYSTEM

The grade point average (GPA) at Augustana University is computed on a 4.0-point scale and determined on the basis of the scale below for the program. Specific grading requirements for each course may vary and the letter grades cannot be defined here other than as generally stated below. The grading scale cuts off below a “C” due to the stated policy in the Graduate Catalog (Grading Policies). Only grades of C or better may be applied to the program. No credit toward the degree will be allowed for grades below “C.”

All courses applied to the program must be completed with an overall GPA 3.00 and no course for which a final grade below “C” is assigned may be used to satisfy this requirement.

The following grades are used in the evaluation of academic achievement:

Percentage	Grade	Grade Points
96 to 100	A	4.0
92 to 95	A-	3.7
88 to 91	B+	3.3
84 to 87	B	3.0
80 to 83	B-	2.7
76 to 79	C+	2.3
72 to 75	C	2.0
71 or below	F	-

- S/U: Satisfactory; Unsatisfactory; no quality points (not used in calculation of GPA)
- I: Incomplete
- IP: Course in Progress
- The grades of F, U, earn neither credit hours nor quality points.

- All repeated courses remain on the transcript with only the highest grade used in calculating the grade point average.

In Progress Grades

In progress (IP) grades are given only for courses taken under the Independent Learning Program or special project courses requiring more than one semester to complete. An IP grade is changed to an F one year after the beginning of the term in which the course was begun. Approved IP graded courses include:

- Independent Scholarship
- Internship
- Senior Seminar
- Independent Study
- Practicum
- Student Teaching

Incomplete Grades

The student must initiate a request for an incomplete grade (I) before the end of the academic term. An incomplete (I) is a temporary grade which the instructor may choose to give a student. The assignment of an incomplete grade is only appropriate when extraordinary circumstances beyond the student's control, such as illness or necessary absence, have prevented the student from completing the course requirements at the end of the academic term. Incomplete grades are not to be given due to unsatisfactory work done in the course. The student must have successfully completed a substantial portion of the course's work in order to receive an incomplete grade. The standard due date for all coursework and grades will be midterm of the following semester. (Fall and Interim incomplete grades due late March; Spring and Summer incomplete grades due late October.) If an alternate date is arranged with the student and the instructor, the instructor must notify the Office of the Registrar. In no event may the due date exceed one year. Once the due date has passed, if a Change of Grade form has not been submitted to the Office of the Registrar, the incomplete grade will automatically change to an "F."

Grade Review and Grade Changes

Academic excellence and integrity are important to the faculty and students of Augustana University. If a student disagrees with a grade, they have the right to voice their concern. Evaluation of student work and assignment of grades on the basis of established academic criteria are the responsibility and prerogative exercised by each individual instructor. It is the responsibility of the student to maintain all documentation for his or her classes, including copies of all syllabi, assignments, and grades earned.

If an instructor discovers a grading error, he or she may submit a Grade Change Form to the Office of the Registrar no later than the end of the following term. The only basis for a grade change is an error in grade assignment or calculation. Grades cannot be changed on the basis of additional work submitted or examinations retaken after a grade has been submitted, with the exception of "I" and "IP" grades.

If a student believes a grade was assigned in error, because of a mistake in calculation or an error in recording a grade, the student should consult the instructor within two weeks of the grade being posted. Students should be aware that, as a result of the review, a grade may be raised, lowered or left the same. If the instructor agrees that a change should be made, a Grade Change Form should be submitted to the Office of the Registrar no later than the end of the following term.

Grades may not be changed for any reason after one year. If the student needs a changed grade, he or she will need to repeat the course.

Grade Appeals

Students have the right to be protected against prejudiced or capricious academic evaluation. A student who wishes to appeal a final course grade on these grounds should first appeal to the instructor. This action should end the matter in most cases, but if not, the student should follow the Academic Grievance Procedure in the Catalog.

Grade Appeals fall under the same timeline as Grade Reviews. The process must begin no later than two weeks after the final course grade has been posted.

Academic Grievance Procedure

The academic grievance procedure shall be used in all cases involving grievances by students involving faculty or other students concerning alleged academic injustices relating to grades, or unprofessional conduct.

The academic grievance procedure shall be used in all cases involving grievances by students involving faculty or other students concerning alleged academic injustices relating to grades, or unprofessional conduct.

Step 1 The student shall take a complaint to the instructor within two weeks into the following term (mid-February for Fall or Interim issues; mid-September for Summer or Spring issues.) If the student feels unable to approach the instructor, the grievance may be taken to the Program Director of the program in which the student is enrolled (if the instructor is the Program Director, the grievance should be taken to the Dean of the School associated with the program the student is enrolled in). If the grievance is redressed or the student is satisfied in this meeting with the instructor or the Program Director/Dean, the matter is settled.

Step 2 If the student is dissatisfied with the instructor's response to the grievance the student may take the grievance to the Program Director of the program in which the student is enrolled or to the Dean of the School associated with the program the student is enrolled in if the instructor is the program director. This appeal must be brought within one week of the unsatisfactory response to the initial statement of grievance. The program director (or the dean) shall require the student to submit the grievance in written form and shall ask for a written response from the instructor involved. On the basis of this information and any other that the program director (or dean) shall judge pertinent, they shall render a decision. This decision shall be given to the student in writing and a written record of the decision and its basis must be kept by the program director and shared with the instructor. If the student and the instructor are satisfied, the matter is settled.

Step 3 If the student or the instructor feels dissatisfied with the decision regarding the grievance rendered by the program director (or dean), either may appeal the decision to the Dean of the School (or Provost if the dean rendered the decision) within one week of the unsatisfactory decision. This appeal must be in writing and must indicate why an appeal should be heard. The Dean (or Provost) shall ask the program director (or dean) for the written record of the grievance procedure to that point. Through consultation with the Provost (or Registrar if the Dean initiated the prior decision), the grievance shall be reviewed and the appeal considered. The decision of this appeal body shall be final.

Transfer Credit

Students who successfully complete an academic course offered by an accredited college or university may meet the requirements for transfer credit. More information can be found [here](#).

Some graduate programs have specific content standards per course and may not be able to accept transfer credit:

Transfer Credits For The M.Ed. SPED ABA Program

The Master of Education in Special Education: Applied Behavior Analysis (M.Ed. SPED ABA) program provides an eligibility pathway to the Board Certified Behavior Analyst® (BCBA) examination (BCBA-2022 Eligibility Requirements Handbook, p. 8). Degree completion in the M.Ed. SPED ABA program encompasses the three required components of Pathway 2, including a Verified Course Sequence of behavior-analytic coursework and concentrated supervised fieldwork; as such, **transfer credits will not be accepted.**

Veterans

Graduate degree programs are covered by Veterans Affairs under Title 38, U.S. Code in accordance with CFR 21.4253 and 21.4254. If you need additional financial assistance, contact the **Office of Financial Aid**, Augustana University. More information for Veterans is available [here](#).

Course Prerequisites

When a course has a prerequisite, the student must either fulfill these requirements or have the permission of the instructor to enter the course.

Course Cancellation

The University reserves the right to cancel any class with a low enrollment.

Repeating Courses

Any course can be repeated to raise a grade. The higher grade is used in figuring the grade point average, but both grades will remain on the student's permanent record. Course credits for a repeated course will only be counted once towards graduation.

Transcripts

Student records are confidential and the information is released only at the request of the student. Instruction for ordering a transcript can be found at augie.edu/transcript. No transcript will be released until all accounts, including loan funds administered by the University, are paid in full or are current according to established repayment schedules.

Exceptions to Academic Regulations

A student who desires that an exception be made to an academic regulation must submit a petition containing a rationale for the exception to the Registrar. The form to be used in submitting this request may be secured from the Registrar's Office, or online.

Student Records/FERPA

The education records of current and former students are protected under the Family Educational Rights and Privacy Act (FERPA). Education records are documents that relate directly to a student and include academic transcripts and supporting documents, student judicial records, financial aid records, and career placement records. Listed below are records not considered a part of a student's education record and are therefore not subject to FERPA provisions:

- Personal records kept by a member of the university staff that is not revealed to others and are kept in the sole possession of the staff member; and
- Student employment records that relate exclusively to the student in the capacity of an employee; and
- Records from the Campus Safety Department which are maintained solely for law enforcement purposes; and

- Health records maintained by the counseling services, health services and other recognized health care professionals if those records are used solely for treatment and made available only to those persons providing treatment.

Items of directory information contained in education records may be released at the discretion of University officials without the student's prior consent. Directory information includes name, place, and date of birth, names of parents and home address, local address, telephone number, email address, photograph in Augustana directory, verification of degree including honors, previous schools attended, and participation in recognized activities.

The University reserves the right to disclose financial records to parents or guardians of a dependent student as defined by the Internal Revenue Code of 1964. Parents or guardians of students under the age of 21 may also be notified if their son/daughter violates the University's alcohol and drug policies per the Higher Education Act Amendments of 1998.

FERPA affords students with certain rights with respect to their education records that include:

- The right to inspect and review their education records within 45 days of the day the University receives a request for access. Students should submit a written request to the registrar, dean of students, or another appropriate official. The request should identify the record(s) the student wishes to inspect.
 - There are some limitations on the rights of students to review their records. Students do not have a right to inspect or review confidential letters and recommendations associated with admission, employment, or job placement if the student has signed a waiver. Also, some records contain information about more than one student, in which case Augustana will permit access only to that part of the record pertaining to the inquiring student.
- The right to request that an education record(s) be amended if it is believed that information is inaccurate, misleading, or otherwise in violation of a student's privacy rights under FERPA.
 - A request to amend a record should be submitted in writing to the appropriate university official responsible for the record. Clearly identify the part of the record the student wants to be changed, and specify why it should be changed. If Augustana University determines that the record will not be amended as requested, the University will notify the student of the decision and of the student's right to a hearing regarding the request for amendment.
- The right to provide written consent before Augustana University discloses personally identifiable information from education records, except to the extent that FERPA regulations authorize disclosure without consent.
 - Augustana discloses education records without a student's prior written consent to university personnel with legitimate educational interests – those persons whose professional responsibilities with the University require that they have access to

educational records. Such an individual is a member of Augustana's administrative staff, support staff, or faculty (including law enforcement personnel and health and counseling staff); a person or company with whom Augustana has contracted for services such as an attorney, or auditor, or Board of Trustees member; or a student serving on an official university committee, or a student who is assisting another Augustana official in performing their tasks. Also, the University may disclose information if it is deemed necessary to protect the health or safety of the student or other individuals.

- Upon request, Augustana University discloses education records without consent to officials of another school in which a student seeks or intends to enroll.

Request for Review

Students have a right to review their education records as provided by the provisions of FERPA. Items requested for review shall be made available no later than 45 calendar days following receipt of the written request.

Note: No official academic transcript will be released until all accounts, including loan funds administered by the University, are paid in full or are current according to established repayment schedules.

Limitations on Student Rights

There are some limitations on the rights of students to review their records. Students shall have no right to inspect or review:

- Confidential letters and recommendations associated with admission, employment, or job placement if a student has signed a waiver or the receipt of an honorary recognition.
- Education records containing information about more than one student, in which case the University will permit access only to that part of the record pertaining to the inquiring student.
- Financial records of the student's parents or guardians.

Directory Information

Items of public or directory information contained in education records may be released at the discretion of University officials without the student's prior consent. This public information includes name, place, and date of birth, names of parents and home address, local address, photograph in the Augustana directory, verification of degree including honors, previous schools attended, and participation in recognized activities.

Request to Withhold Disclosure

A student may choose to refuse disclosure of education records including items of public or directory information without prior consent by contacting the Dean of Students Office within 10 days of the student's first academic term of the current academic year. The request to withhold information will remain in effect as long as the student continues to be enrolled or until the student files a written request to discontinue the withholding.

Challenge to Contents of Education Records

Any student who believes their education record contains information that is inaccurate or misleading or otherwise in violation of their privacy is encouraged to informally discuss this concern with a university administrator responsible for the department or area in which the record is located. If the administration decides to not amend the record as requested, the student may contact the Dean of Students Office relative to an appeal hearing.

Students have a right to file a complaint with the U.S. Department of Education concerning alleged failures by the University to comply with requirements of FERPA. The name and address of the office that administers FERPA is Family Policy Compliance Office, U.S. Department of Education, 400 Maryland Avenue, SW., Washington, DC, 20202-4605.

Independent Learning Programs

Students may take credits through Independent Learning, if it is allowed by the specific graduate program.

- Independent Scholarship (Regular course number): With the permission of the department involved, a student may take any regularly offered course through independent scholarship.
- Independent Study (599, 699): In cooperation with a faculty member, a student may create an independent study course on any academic topic. The student and faculty member will design the course objectives, reading assignments, course requirements, and means of evaluation.

General Requirements of Independent Learning

1. At the time of registration, the student must file a Declaration of Intent with the Registrar's Office to engage in independent learning. This proposal must bear the approval of the academic advisor, the faculty project advisor, and the chairperson of the department in which the project will be carried out.
2. The student must file an approved Course Proposal for Independent Learning with the Registrar's Office no later than three weeks (4 days for Interim and Summer term projects) after the beginning of term during which the independent learning project is to begin. This proposal

must bear the approval of the academic advisor, the faculty advisor, the chairperson of the department in which the study is to be carried out, and the Registrar.

3. The student and the instructor who is to direct the independent learning project are responsible for the academic soundness of the proposal.
4. With program approval, independent learning may be counted toward the degree.
5. Students planning to complete an independent learning project over more than one semester must enroll for the course at the time they receive formal approval for it. This enrollment may be considered as a part of the regular load or as an overload. If added as an overload, there will be an additional charge. Students who find that it is impossible to complete an independent learning project may withdraw from the course without grade penalty, but without refund of tuition.

Internships

Some programs require or allow students to take credit hours through internship study to count toward graduation requirements. Internship study experiences in most instances will be conducted in work settings off-campus, and in all cases, they will relate to the academic program of the student involved. All internships must conform to the following general requirements:

1. In contrast to independent learning, internships are centered around practical experiences; the action component is generally at least as important as reading and writing components. Since internships are designed to meet genuine needs in both public and private sectors of society, the projects must first earn the support of the sponsoring agency or individual before the registration process may be completed. An intern must normally have an on-site supervisor in addition to a faculty supervisor. The on-site supervisor will, almost without exception, be a permanent, full-time employee of the host organization.
2. Under normal conditions, the student must file with the Registrar an approved Course Proposal for Internship Study no later than two weeks after the beginning of the semester during which the internship project is to begin (or 4 days for Interim or Summer term projects). This proposal must bear the approval of the academic advisor, the faculty project advisor, the chairperson of the department in which the study is to be carried out, and the Registrar.
3. The student and the project advisor are responsible for the academic soundness of the proposal. All internship proposals will conform to the following guidelines:
4. Internships should be available though not necessarily required in every department.
5. An internship involves a minimum of 40 hours of field experience for each credit hour earned.
6. Internships require a minimum of two conferences with the faculty project director pre- and post-conferences. Ideally, there should be an additional conference for every credit hour more than one during the internship. The faculty project director must visit the internship site at least

once (preferably twice) during the internship. If the internship is too distant from the campus to allow this, the following options are available:

- a. An adjunct professor near the site must be contracted to provide this site visitation and evaluation, or
 - b. The faculty member may coordinate visits with the site supervisor through Skype, Facetime, etc.
7. Internships include a reading assignment that bears upon the internship experience undertaken.
 8. Internships include a writing assignment that records the learning process (journal, log, observation report, etc.) as well as a summary paper that helps the intern reflect on the total internship experience in terms of anticipated and unanticipated learning outcomes.
 9. Grading for internships should be based on a written evaluative report from the field supervisor, faculty observations and/or conferences with the intern, and the quality of the written work submitted.
 10. S/U grading is permissible for internship experiences.
 11. Students must be in good academic standing to participate in internships.

These guidelines are also intended to make sure that a student has acquired a sufficient background in knowledge and theory related to the internship experience to gain maximum benefit from it.

1. Although students may receive pay during an internship experience (dependent upon departmental policy), an internship should be a new experience based on a definite educational goal. Thus, students should not obtain internship credit for what is a regular job, whether part- or full-time, that they have been in previous to the start of the internship. An exception might be made if students assume a new position or new responsibilities as part of the internship experience in their normal place of work.
2. Some departments may charge fees for internships in addition to tuition.
3. Although students may plan to complete an internship study project over more than one semester, they must enroll for the course at the time they receive formal approval for it. This enrollment may be considered as one of their regularly required courses or as an overload. If added as an overload, they must pay the regular tuition charges for an additional course. If students find that it is impossible to complete an internship study project, they may withdraw from the course without penalty, but without refund of tuition.

FINANCIAL INFORMATION

Payment of Account

A statement of account detailing (a) classes registered and (b) applicable charges for the semester will be sent to students prior to the start of a new term. Students may not register for or begin a new term of study unless their account is in good standing. Also, grades and transcripts may be withheld if a

student's account is not in good standing. Payments may be made by cash, check, money order, direct debit, VISA, MasterCard, American Express, or Discover. A finance charge of 1.25% per month is assessed on all balances carried forward.

University Payment Plan

A student may pay a semester charge in three monthly payments by remitting one-third of the total balance due prior to the start of the semester and paying the remainder in two equal payments in the following two months. A finance charge of 1.25% per month is assessed on all balances carried forward.

University ACH Payment Plan

A student may pay a semester charge with nine monthly debits to a checking/savings account for an annual fee of \$75. The plan begins in August with no interest being charged on the plan amount. Information and authorization forms may be obtained from the Business Office.

The most current fee schedule can be found at www.augie.edu/student-accounts. If you have any questions regarding this schedule or need further assistance, contact the Business Office at businessoffice@augie.edu or 605.274.5239.

Withholding of Academic Transcripts

The University reserves the right to withhold academic transcripts and other college services until all accounts, including loan funds administered by the University, are paid in full or are current according to established repayment schedules.

Refund/Repayment Policy

The federal government has developed specific regulations and policies which must be followed in calculating refunds for students who withdraw from the University, either officially or unofficially. Charges and financial aid are prorated based on the length of time the student was enrolled. For more information, see the [Refund/Repayment Policy page](#). Any financial aid credited to the student's account will be adjusted. No refund is made after 60 percent of the term has passed. Students may apply for and, if eligible, receive assistance through the federal aid program.

Financial Aid Policies

Following are the general policies of the University and the Financial Aid Office.

Renewal of Awards

While scholarships are not available for all graduate programs at Augustana, the University reserves the right to renew its scholarship commitments from any University funding source. Students in eligible

programs must be full-time and in good academic standing to maintain scholarships during each year of study.

Financial Aid Appeals

Applying for federal student aid can be challenging when your family's current ability to pay for university cannot be accurately reflected on the FAFSA. Families may request an appeal of the financial aid award in the event of unusual circumstances, which may include, but are not limited to income reduction, unemployment of a wage-earner, unusually high medical costs, divorce, natural disaster, or others. The Special Circumstances Form is available [online](#).

Grievance Policy

An individual has the right to file a complaint with outside enforcement agencies including: United States Department of Education's Office of Civil Rights Equal Employment Opportunity Commission South Dakota Division of Human Rights South Dakota Department of Labor South Dakota Secretary of State Higher Learning Commission State or local law enforcement or prosecution authorities In the event an individual in another state wishes to file a complaint with their state agency, a listing of all state boards can be found [here](#).

Military and Veteran Assistance

Designated as a Veteran Friendly School, Augustana University is committed to assisting veterans in their pursuit of postsecondary education. The University also participates in the Air Force ROTC program for students who are interested in military careers. Veterans and their families can utilize the traditional GI Bill® as well as the Post 911 GI Bill benefits for tuition and fees at Augustana. Review the complete policy [online](#).

Office of Financial Aid Code of Conduct

The Higher Education Opportunity Act of 2008 requires the development and enforcement of a Code of Conduct to govern all educational loan activity. See [Code of Conduct](#) for more information.

Satisfactory Academic Progress Standards Relating to Financial Aid

Academic progress is monitored by the Registrar's Office, to ensure that students are making satisfactory progress toward a degree. In addition, students on federal financial aid are monitored by the Financial Aid Office to ensure they are meeting additional standards set forth by federal regulations (Section 668.34).

Type and Frequency of Measurement

Augustana University measures Satisfactory Academic Progress (SAP) at the end of each term. For financial aid purposes, Satisfactory Academic Progress is measured both by grade point average

(qualitatively) and by pace of progression (quantitatively). For students who repeat a course, the higher grade earned is used in the GPA calculation.

The pace requirement for both undergraduate and graduate students is 67%. This means the student must complete at least 67.0% of coursework attempted. Transfer hours accepted by the University are included in this calculation, both in the completed and the attempted hours. In addition, students who exceed 150% of the published program length will be ineligible for federal aid. This criterion is determined based on completed credit hours.

Financial Aid Warning Status

Students who are placed on academic probation by the Registrar's Office due to cumulative grade point average may or may not be placed on financial aid warning status at that time (see university catalog for academic probation guidelines). Also, students who fall below the 67% completion rate are placed on financial aid warning status. It is possible for a student to be in satisfactory academic standing with the Registrar's Office, but to be in warning status with the Financial Aid Office since the Financial Aid Office must monitor both GPA and pace of progression.

A student may continue to receive financial aid for one semester while on warning status. Students on warning status will have their academic standing reviewed at the end of the warning term. Students who have met the required GPA and pace of progression levels by the end of the term will be removed from warning status. Those who do not meet the requirements will be placed on financial aid suspension, and will not be eligible for financial aid until the GPA and pace levels are met.

Appeals and Financial Aid Probation Status

A student placed on financial aid suspension may file an appeal with the financial aid office. Reasons for appeal may include but are not limited to, situations involving serious medical issues, death in the family, significant interpersonal issues, or other special circumstances. An appeal must include information regarding why the student failed to make satisfactory academic progress, and what has changed in the student's situation that would allow the student to demonstrate satisfactory progress at the next evaluation. The appeal must also include a course completion plan (i.e. academic plan). If approved, the student will be placed on financial aid probation status and will be allowed to receive aid for one term. The University may grant an appeal only if it determines that the student will be able to meet SAP standards after the subsequent payment period; or the student's academic plan, if followed, will allow the student to meet SAP standards at a specific point in time. Failure to meet either the GPA or the pace requirement may be appealed.

A student who is on financial aid probation will have his or her progress evaluated at the end of each term. If the student has met the conditions of the academic plan as set forth, the student is considered to be eligible for financial aid for the following term. If the student has not met the conditions of the academic plan, financial aid will be suspended.

STUDENT CODE OF CONDUCT

WELL-BEING MODEL

Well-being resources: All Augustana graduate students have access to ComPsych, a guidance resource program which provides a variety of well-being resources including: counseling support, work/life balance support, legal guidance, and financial resources. Graduate students may call 844-703-0405 and are connected with a Master's level clinician who will triage the student's concern and outline options available in the city/state in which they reside. The student will then reach out to these resources to set up an initial appointment. Students will receive 5 sessions per issue. If a new issue arises, the student can then receive another 5 sessions for that new issue. After those sessions, the student will be transferred over to their individual insurance plan. Resources are also available online at guidanceresources.com using the Web ID: AUVikings.

Students may contact the Dean of Students Office for further assistance with mental health and other health-related concerns OR if they are in need of help with any of the above resources with ComPsych by calling 605-274-4124 or emailing Beth Elam at belam@augie.edu.

ACCESSIBILITY SERVICES

Augustana values a learning community that is welcoming of all individuals — one that celebrates diversity and is supportive of individuals' needs. It is also our policy to comply with the Americans with Disabilities Act of 1990 and all other applicable federal and state laws that prohibit discrimination on the basis of disability.

The Student Success Center partners with faculty and staff to ensure that all graduate and undergraduate students have an equal opportunity to participate fully in all aspects of the educational environment. We use technological advances and provide accommodations to individuals with documented disabilities to fulfill our institutional commitment of equal accessibility.

Augustana welcomes students with disabilities to participate in all its courses, programs, services, and activities. If you have a documented disability and are requesting accommodations, please contact Jeff Merkle, Director of Accessibility. His office is located in room 223 of the Madsen Center, and he may be reached at 605-274-4631 or accessibility@augie.edu.

GRADUATION

You will receive an email on your Augie email account approximately two semesters before you have completed all of your classes as to how you apply for graduation. This application must be completed before you will be able to graduate.

PROGRAM SPECIFIC POLICY INFORMATION

Academic Probation and Dismissal Procedures

Academic progress is monitored by the Education Program Coordinator, to ensure that students are making satisfactory progress toward the completion of the plan of study for the degree. Students must maintain a GPA of 3.0 throughout the degree program with all grades earned for courses at C or better. If a student's overall GPA is below a 3.0, that student is given two semesters to increase the GPA to a 3.0. The student is monitored after the first semester, and dismissed after the second semester. Students may retake courses within the program to increase the GPA; however, they may only retake a course twice to remain eligible to earn the degree.

Petition Processes

Write an email to the Program Director to petition for an exception to the academic policy identifying which policy you would like to be considered for an exception, as well as a clear justification why the exception is being requested. The Program Director may consult with the Dean of the School of Education for a final decision on the request.

Withdrawal and Readmission

Students who believe they should withdraw from the M.Ed. SPED ABA program must confer with the Program Director and/or the Education Program Coordinator relative to (a) the implications and advisability of leaving the program; (b) the procedures to be followed, and (c) the process for returning to Augustana at some future time if appropriate. A student who exits the University and bypasses the procedures listed above will receive grades of F and will be ineligible for the customary adjustment on education fees. For information about Augustana's refund policy, see the financial information section of this handbook. An individual who has previously attended Augustana's M.Ed. or M.Ed. SPED ABA Program and desires readmission may contact the Program Director and/or the Education Program Coordinator for more information.

MASTER OF EDUCATION IN SPECIAL EDUCATION: APPLIED BEHAVIOR ANALYSIS PROGRAM

INTRODUCTION

The Augustana University graduate programs reflect the church-related liberal arts character of the University by including courses especially designed to help candidates explore the central ideas and methodologies of different disciplines, and wrestle with questions of meaning and value. The mission of the graduate program is to stimulate the intellectual capacities of candidates to make their lives more satisfying and rewarding. More specifically, it seeks, through advanced study, to expand candidates' knowledge and to strengthen skills important to career, personal fulfillment, and community service.

In recent years there have been significant changes in the field of education and related areas. Educators and related professionals are asked to be more intentional in our approaches to assessment and the application of evidence-based practices. In response to these demands, the School of Education at Augustana University has developed its Graduate Programs in Education to integrate the worlds of theory and practice. In 16 months, students can earn a Master of Education in Special Education: Applied Behavior Analysis. The program prepares graduates to apply for the Board Certified Behavior Analysis examination and to become competent practitioners in applied behavior analysis in various settings, including but not limited to schools, clinics, hospitals, and early intervention settings. Students are part of a cohort of candidates with coursework specifically designed to meet their personal and professional goals.

MASTER OF EDUCATION IN SPECIAL EDUCATION: APPLIED BEHAVIOR ANALYSIS (AUGIE ABA)

The School of Education offers an online graduate degree via a cohort model. Cohorts in the M.Ed. SPED ABA programs begin during the spring and fall terms. Augustana, a university of the Evangelical Lutheran Church in America, offers to students of varying backgrounds, interests, and ages a unique opportunity to achieve academic excellence and individual development in a Christian context. With its supportive community atmosphere, Augustana assists students in preparing for a life of career, service, and continuing enrichment by blending the broad learning experiences of the liberal arts with the candidate's individual professional goals and in relating Christian faith to learning. The university serves the region and the larger society primarily through its undergraduate programs and through other programs designed to meet special community needs.

MISSION AND OUTCOME STATEMENTS

THE SCHOOL OF EDUCATION'S MISSION STATEMENT CONNECTION TO THE CIRCLE OF COURAGE

The mission of the School of Education is to empower candidates with the tools needed to create learning environments that ensure belonging, mastery, independence, and generosity. This mission is grounded in a philosophy that integrates the best of Western educational thought with the wisdom of the indigenous Native American culture of the region and emerging research on positive youth development. This philosophy is reflected in publications of various Augustana faculty and is most extensively discussed in the book *Reclaiming Youth at Risk Our Hope for the Future*. There are four overarching values embodied in the model of positive youth development called the Circle of Courage.

The central premise of this model is that a set of shared values must undergird a community of learners, including public education and teacher training institutions. Those shared values include belonging, generosity, independence, and mastery. While the four dimensions of the Circle of Courage can be described individually, they must be viewed as one. The belonging, mastery, independence, and generosity dimensions are imbued throughout the Augustana Master of Education in Program and complement the Augustana Core of Liberal Arts Studies.

Graduates of the Master of Education programs are taught to use these values in creating positive learning cultures that maintain high expectations for all learners.



The Unit's conceptual framework, the Circle of Courage, describes how Augustana University's Education Programs have been influenced and informed by current and historical research in education and by current best practice and reform research. The conceptual framework articulates the Education Program's beliefs and provides justification and rationale for its existence and purpose. It is meant to be a vehicle through which the Unit shares with the professional community its way of seeing, thinking, and being.

A brief summary of each of the four core values follows.

Belonging is an integral part of the Augustana environment. Candidates need to attach to caring adults to begin the process of learning and incorporate basic social values. The university encourages candidates' sense of belonging through small interactive classes. Belonging is facilitated through consensus building, inclusive learning climates, and cooperation. Faculty structure the learning environment to create a community of learner

Mastery, the second value in the Circle of Courage Model, promotes the belief that candidates need to develop social, intellectual, and academic competence if they are to become capable and responsible citizens. Mastery is ensured through graduate program requirements that dispose candidates to become "master" educators and practitioners.

Independence is the third value promoted within the Circle of Courage model. To develop positive autonomy and interdependence, candidates must be secure in the guidance of caring adults and believe they have some power over their world. The graduate cohort programs in education promote problem solving, leadership, respect for diversity, collaboration, assertiveness, and responsibility.

Generosity is incorporated into the graduate cohort program through faculty's efforts to display empathy and concern for others. The curriculum within the cohort is designed to assist candidates in making the connection between their chosen career and a commitment to society. A positive learning environment must be characterized by a climate of caring so that all involved support one another and cooperate in making their social and academic experiences meaningful.

Although the four dimensions of the Circle of Courage can be described individually, as shown above, they must ultimately be viewed as an integrated whole. The belonging, mastery, independence, and generosity dimensions are imbued throughout the Master of Education in Special Education: Applied Behavior Analysis program. Graduates of the program have experienced and been taught to use these values in applications of behavior analytic principles with individuals with unique needs from diverse backgrounds.

THE M.ED. SPED ABA PROGRAM'S MISSION STATEMENT

The Augustana University Master of Education in Special Education: Applied Behavior Analysis program prepares graduates to successfully apply for certification as Board Certified Behavior Analysts as they become exemplary practitioners in ethical, evidence-based practices in behavior analysis.

THE OUTCOMES OF THE M.ED. SPED ABA PROGRAM

The graduate degree programs in the School of Education provide in-depth knowledge and application of research to practice. The master's degree program in applied behavior analysis enables students to prepare for application for the Board Certification Behavior Analyst examination and to become competent practitioners in applied behavior analysis.

Outcomes Aligned to the Master of Education in Special Education—the graduate will be able to:

- Apply legal and ethical standards related to the education of individuals with disabilities (and to others with need for behavioral support)
- Use evidence-based, research-grounded interventions to the support learning and behavior of individuals with disabilities (and others with need for behavioral support)
- Develop and apply instructional practices based on knowledge of individuals with disabilities, their families, communities, and instructional standards
- Assess the development and learning of individuals with disabilities (and others with need for behavioral support), and use that information to direct and monitor the effectiveness of interventions
- Develop skills for supporting collaboration with families, including skills needed to effectively collaborate with others to accomplish this
- Analyze, synthesize, and apply research to inform professional practice
- Demonstrate ability in scholarly writing
- Demonstrate understanding of both the core values of Augustana University, and the conceptual model of the School of Education

Outcomes Specific to the Master of Education in Special Education: Applied Behavior Analysis—the graduate will be able to:

- Meet the Behavior Analyst Certification Board's requirements to apply for the Board Certified Behavior Analyst® (BCBA) examination, which include:
 - Graduate degree
 - Behavior-analytic coursework (BCBA 5th Edition Task List)
 - Practical fieldwork in applied behavior analysis (BCBA 5th Edition Task List)
- Demonstrate the knowledge to pass the Board Certified Behavior Analyst (BCBA) examination

COHORT MODEL

The School of Education offers the Master of Education in Special Education: Applied Behavior Analysis (M.Ed. SPED ABA) degree via a cohort model that focuses on the knowledge, skills, and dispositions necessary for professional practice in applied behavior analysis.

Augustana's M.Ed. SPED ABA program offers an eligibility pathway to the Board Certified Behavior Analyst® (BCBA) examination, which includes the following requirements (see Pathway 2 in the [BCBA-2022 Eligibility Requirements Handbook](#), p. 8):

- Graduate degree
- Behavior-analytic coursework that meets Verified Course Sequence (VCS) requirements
- Online practical fieldwork in applied behavior analysis (provided by HOPE Group Clinical)

Cohort applications for this 16-month, non-thesis program will be reviewed when complete applications have been received, with an admission entry process every fall and spring with the following deadlines:

Fall and Spring Cohort (2 cohorts each of 15 - limited capacity of 30 total)

- Deadline for SP22 applications: January 21, 2022
- Deadline for FA22 applications: August 19, 2022

Applications will be reviewed when completed applications have been received, with rolling admissions (i.e., students will be assigned to the next available cohort unless they stated a preference for a later start).

Augustana University accepts applications for the M.Ed. SPED ABA program from residents of all 50 states and Washington, D.C. Augustana University also accepts applications from other countries.

ADMISSION REQUIREMENTS FOR M.ED. SPED ABA PROGRAM

A student holding a bachelor's degree and interested in working toward a graduate degree should first complete and file an official application with the Office of Graduate Education. The following documents/fees must be submitted:

- Official application (program-specific).
- Official electronic transcripts from each university or university attended. The applicant should request that transcripts should be sent directly from the university of origin to the

Augustana Graduate Education Office. NOTE: Admission requirements include a cumulative grade point average of 3.0 (B) or better.

- The name and email information for an appropriate person to provide a letter of recommendation testifying to the applicant's character and ability to do graduate work (good sources for a letter of recommendation would be current employers or mentors who can speak about your work ethic and motivation as well as former professors who can address your potential for success in a graduate program).
- A 400–500-word personal statement/essay is required; specific instructions are included in the application instructions.
- A non-refundable application fee of \$60 (students at Augustana at the time of application and graduates of Augustana are exempt from paying this fee).
- Employment verification: The applicant will provide the name and email information of a person who is qualified to verify their employment in a behavior-related setting

If you have **general application questions**, please contact the Office of Graduate Education at:

Office of Graduate Education
Augustana University 2001 S Summit Ave Sioux Falls, SD 57197
605.274.4043
Fax: 605.274.4450
graduate@augie.edu

For questions related to **employment verification**, please contact the **ABA Program Director** at:

Dr. Kathleen Cook, BCBA-D
Augustana University 2001 S Summit Ave Sioux Falls, SD 57197
kathleen.cook@augie.edu

Information on M.ED. SPED ABA TUITION AND FEES

GETTING STARTED

M.ED. SPED ABA ACADEMIC CALENDAR

Graduate programs do not necessarily follow the published academic calendar for undergraduate programs. To see the detailed academic calendar for your program, check the [Augie ABA webpage](#) for the program plan of study for your start date..

HOW TO REGISTER FOR CLASSES

Registering for classes will be done by the ABA Program Director and the School of Education Program Coordinator.

The University reserves the right to discontinue/cancel classes where registration is deemed insufficient and to change instructors or the meeting of classes when conditions make it necessary.

AUGUSTANA BOOKSTORE AND TEXTBOOK INFORMATION

- See the M.Ed. SPED ABA [textbook list](#) for the 2024-2025 school year.
- Want to use Financial Aid for textbooks?
 - Students who have financial aid in excess of their institutional charges may use financial aid to pay for their textbooks. You have two options:
 - A. Available financial aid funds can be expended directly to Akademos/Vital Source ([Augustana Bookstore](#)) via a voucher if you order textbooks through Akademos/Vital Source, OR
 - B. Students with available funds may also choose to pay for their books from another source (publisher or another company) and essentially be reimbursed for these costs once their excess financial aid has been refunded to them. This option requires that students pay the costs for textbooks up front.

LOGGING INTO UNIVERSITY PLATFORMS

IT SUPPORT, HELPDESK

augie.edu/its

Once admitted to Augustana University and after we have filled all of the cohorts for the given semester, you will receive the “*Getting Started at Augustana University*” email that will contain your login credentials for your Augustana University computer account. You will need your account information to access important web-based portals such as My.Augie, Canvas and your Augie email. If you encounter or have difficulties/questions in regard to your account, please contact the IT Computer Helpdesk by 605.274.5331 or by email helpdesk@augie.edu.

Helpdesk Fall and Spring Hours

Monday - Thursday 8 a.m. - 7 p.m.

Friday 8 a.m. - 5 p.m.

Email: helpdesk@augie.edu

Phone: 605.274.5331

There are three ways that you can stay connected: **Augustana email**, **Canvas learning management system**, and your **my.augie.edu** portal account. You'll find access to these three services as the first three links in the navigation menu at augie.edu/students.

When you log in you will be provided with the following info:

- Your ID number
- Your username
- Your email address
- Your password is: Augustanaxxxxx (Augustana plus the ID number)

Please use the following instructions to change your password ASAP. *There is a window of opportunity for you to do this and this MUST be done first before attempting any other resource access*). You will not have full access to resources until you have changed your password **FIRST!**

Open your web browser and go to my.augie.edu; **DO NOT LOG IN**

1. On the left side of the window, click "Password Management"
2. Fill in your username
3. Fill in your initial password
4. Choose a new password and type it in each of the boxes - check the password requirements at the top of the box
5. Click Send
6. Answer the security questions

Your password should now be changed.

If you have any difficulties changing your password or accessing email, Canvas, or your portal, please contact the **Computer Help Desk** at [605.274.5331](tel:605.274.5331) or helpdesk@augie.edu.

It is very important that you regularly check your **Augustana email** account. The university and your professors will use this means to send you important information and you will be responsible for the information sent to you at your Augustana email account. So, the next email you will receive will be in regard to your registration and it will be sent to your Augustana email account. If you would like to have your Augustana email forwarded to another email account, follow the instructions at <http://www2.augie.edu/ole-email>. Again, if you have any questions regarding this, please contact our **Computer Help Desk** at [605.274.5331](tel:605.274.5331) or helpdesk@augie.edu.

Canvas

Canvas is the learning management system software that you will use to access your online course, and you may also use it in your face-to-face courses. You **MUST** complete the online orientation in Canvas. If you have any questions about Canvas or the orientation, contact Sharon Gray, Instructional Technologist at 605-670-0185 or gray@augie.edu.

My.Augie.edu

You will use your my.augie.edu portal account to pay your bills, check your registration/schedule, and access other information from the university. To login to your my.augie.edu portal account, use your username and password.

TECHNOLOGY REQUIREMENTS

Minimal Requirements for accessing Augustana University Canvas and Email:

- **Computer Requirements**

You must be comfortable and confident with basic computer tasks such as email, attaching files, using the Internet, word processing, creating presentations, updating files on your hard drive, etc.

- A resource person to help you with basic computer help, if you need assistance.
 - A computer system available in your home or school that allows access to <https://augie.instructure.com> (Canvas) and YouTube., and sakai.learnersedgeinc.com.
 - PCs must have a Windows 7 or 10 operating system. Macs should have a newer OS X.
 - Computers should have at least 1 GB RAM, and sufficient hard drive space to hold files.
 - Broadband Internet connection such as Cable/DSL/Satellite. All rural areas in the US are covered by satellite now. Dial up connections are NOT acceptable.
 - Speaker and microphone
 - Scanner or fax may be needed for some courses
 - Additional software may need to be purchased for some courses
- **Software and Plugins Needed**
 - You will be assigned an Augustana email account.
 - Our system is best viewed through a web browser, such as Mozilla Firefox, Google Chrome, Internet Explorer, and other similar browsers. Some features may not work with all browsers such as Safari, Opera or Netscape. Do not view through AOL.
 - Some of the course documents use Adobe Acrobat format (.pdf). **Download Adobe Reader** if not currently installed.
 - While you are an Augustana University student, you have access to Microsoft Office 365. You may download it through the my.augie.edu portal. Click the Augie Life tab and then the ITS-Helpdesk tab/link. It is available for both PCs and Macs. (Please note that it may not work with Chromebooks or iPads. Online versions of Word are available, but may not have all of the features that Office 365 has.)
 - In order to view some animations you will need **Shockwave**.
 - Most courses will require the use of a media player, **Microsoft Media Player** (for Windows) or **Quicktime** (for Mac). (Update to the latest version.)
 - Courses require the **most recent version of Java** installed.

LIBRARY SERVICES

The library offers Augustana online students off-campus access to the library's electronic resources via a proxy server. The login is now your Canvas/My.Augie login.

For password information or to report a problem call the library at 605.274.4921 or by emailing a librarian at augielibrarians@gmail.com.

Interlibrary Loan (ILL)

The Interlibrary Loan Department works to facilitate and support the teaching, learning, and scholarship of Augustana University and Sioux Falls Seminary students, faculty, and staff. The Interlibrary Loan staff strive to provide accurate, timely, and consistent service in a courteous and informed manner to provide the best service to our users.

Media Services

Media Services, a department of Mikkelsen Library, is home to the media collection including: DVDs, CDs, audiotapes and other formats; audio-visual equipment and services including: delivery, setup, troubleshooting and pickup; and production facilities for creating new media.

E-Reserves/Reserves

The library supports both electronic reserves as well as traditional (print) reserves. The library's electronic reserves are only available to students registered for that class.

Technology/Printing

Information about technology, multimedia, and printing access in the library.

Circulation

Information about borrowing, renewing, and returning library items.

REQUIREMENTS FOR ABA GRADUATE DEGREE

GENERAL DEGREE REQUIREMENTS

- * Minimum of 30 credit hours
- * Cumulative GPA of 3.0, no grades below C will be allowed
- * Proficiency in written English as demonstrated in graduate coursework
- * Completion of all work within a seven-year period

APPLIED BEHAVIOR ANALYSIS DEGREE REQUIREMENTS

The Master of Education in Special Education: Applied Behavior Analysis degree program is offered to those planning for a career in applied behavior analysis and seeking eligibility for the Board Certified Behavior Analyst® examination. Students must be employed in a behavior-related setting, for example, as a Registered Behavior Technician (RBT), Board Certified Assistant Behavior Analyst (BCaBA), special education teacher, or teaching assistant.

The following courses make up the 30 credit hours required for the degree.

Verified Course Sequence (VCS) Coursework (21 credit hours)

The Association for Behavior Analysis International has verified the following seven courses toward the coursework requirements for eligibility to take the Board Certified Behavior Analyst® examination. Applicants will need to meet additional requirements (i.e., graduate degree and supervised fieldwork) before they can be deemed eligible to take the examination.

- SPED 625 Behavior-Change Fundamentals (Methods) (3 credits)
- SPED 626 Functional Behavior Assessments and Interventions (3 credits)
- SPED 628 Research Methods in Behavior Analysis (3 credits)
- SPED 627 Management & Supervision for Behavior Analysts (3 credits)
- SPED 624 Concepts and Principles of Behavior Analysis (3 credits)
- SPED 623 Professional Ethics for Behavior Analysts (3 credits)
- SPED 696 Capstone in Behavior Analysis (3 credits)



ABA Practica (9 credit hours)

Augustana Supervised Fieldwork Experience Courses

Starting August 2023, Augustana directly offers fieldwork experience coursework with BCBA supervision. Students complete nine 1-credit fieldwork experience courses that run concurrently with VCS coursework. Students can accrue the required number of concentrated fieldwork hours in their work settings as they complete four semesters of graduate coursework. Students in the program must

maintain employment in a behavior-related setting for a minimum of 30 hours per week to complete a total of 1500 hours of concentrated supervised fieldwork across 16 months of clinical practica. Depending on the level of BCBA supervision support in the Augie ABA student's work setting, the student may elect to enroll in one of two sections for each fieldwork experience course:

- **Supervision A:** Augustana BCBA supervisors provide all individual and group supervision.
- **Supervision B:** External BCBA supervisors provide individual supervision, and Augustana BCBA supervisors provide group supervision. This allows Augie ABA students to take advantage of the expertise of BCBA's in their work setting for individual supervision; fieldwork experience course fees are reduced.

SPECIAL REQUIREMENTS FOR FIELDWORK EXPERIENCES

Proof of Professional Liability Insurance

Students in the Master of Education in Special Education: Applied Behavior Analysis program are required to carry professional liability insurance while enrolled in the three practicum courses. Proof of insurance should be submitted to the ABA Program Director prior to the first semester in the program of study and again when the annual policy is renewed. If you do not already carry professional liability insurance in your place of employment, we have three options to suggest for you. All require membership in the professional organization that offers the insurance policy:

Association of Professional Behavior Analysts (APBA)

Student membership in APBA: \$35/year

Liability insurance through CPH & Associates: \$24/year*

*APBA adds an administration fee of \$10. An additional 5% discount is available on policies purchased online.

info@apbahome.net

Council for Exceptional Children (CEC)

Student membership in CEC (In-Service/Graduate Student): \$50/year*

*Student memberships include a Student Educator Professional Liability Insurance policy.

<https://www.ftj.com/products/detail/204#sthash.inTjyxn.dpbs>

Association of Behavior Analysts International (ABAI)

Student membership in ABAI: \$84/year

Liability insurance through Huntington: Call for student liability insurance quote
866.318.5028

APPLYING FOR CERTIFICATION AS A BCBA

The Master of Education in Special Education: Applied Behavior Analysis program provides an eligibility pathway to the Board Certified Behavior Analyst® (BCBA) examination ([BCBA-2022 Eligibility Requirements Handbook](#), p. 8):

Pathway 2



Degree completion in the Augie ABA program encompasses the three required components of Pathway 2 for eligibility to take the BCBA examination:

- Graduate degree
- Verified Course Sequence of behavior-analytic coursework
- Concentrated supervised fieldwork

AN IMPORTANT NOTE ABOUT STATE LICENSURE

Many states in the U.S. currently have licensure rules for Board Certified Behavior Analysts (BCBAs), and more states are in the process of implementing rules (see the [Behavior Analyst Certification Board's list of states with licensure rules](#)). Although graduates of Augustana's Master of Education in Special Education: Applied Behavior Analysis program will meet eligibility requirements for the BCBA examination, board certification will not necessarily lead to immediate licensure in many states. Augustana is committed to helping each Augie ABA student accrue fieldwork hours that meet their state licensure rules in addition to the BCBA field experience requirements; however, students in the Augie ABA program are ultimately responsible for being informed on and meeting their state licensure rules, as applicable, prior to practicing as a BCBA.

COURSE DESCRIPTIONS

Master of Education in Special Education: Applied Behavior Analysis

(In the order of the program of study schedule)



The Association for Behavior Analysis International has verified the following seven courses toward the coursework requirements for eligibility to take the Board Certified Behavior Analyst® examination. Applicants will need to meet additional requirements (i.e., graduate degree and supervised fieldwork) before they can be deemed eligible to take the examination.

SPED 625 BEHAVIOR-CHANGE FUNDAMENTALS (Methods) (3crs)

This course focuses on understanding of the basic processes underlying behavior and how to affect behavior change, including instruction on basic life and academic skills as well as socially important behaviors for individuals with developmental disabilities. Students learn how to develop interventions based on antecedent and reinforcement strategies. Emphasis is on research-based instructional strategies that facilitate skill acquisition, fluency, maintenance, and generalization.

SPED 626 FUNCTIONAL BEHAVIOR ASSESSMENTS & INTERVENTIONS (3crs)

This course focuses on the processes for conducting behavior assessment to develop intervention programs for individuals with severe behaviors and behaviors that interfere with the individual's quality of life. Emphases are on conducting functional behavior assessments, including functional analyses, to evaluate the environmental conditions responsible for an individual's inappropriate behavior (including self-injury, aggression toward others, and property destruction) and developing function-based interventions. Students learn application of research-based practices to safely manage and improve the individual's behavior.

SPED 628 RESEARCH METHODS IN BEHAVIOR ANALYSIS (3crs)

This course presents single-subject research methodology related to individuals with disabilities. Students will practice critical analyses of peer-reviewed single-subject research and develop a single-subject research proposal for examining a behavior analytic strategy.

SPED 627 MANAGEMENT & SUPERVISION FOR BEHAVIOR ANALYSTS (3crs)

In this course, potential supervisory and administrative roles and responsibilities of the Board Certified Behavior Analyst (BCBA) are investigated. Focus is on training and supervision of persons responsible for carrying out behavioral assessment and behavior-change procedures, documentation of behavioral services, effective performance monitoring systems, and program evaluation.

SPED 624 CONCEPTS AND PRINCIPLES OF BEHAVIOR ANALYSIS (3crs)

This course introduces the student to concepts and principles of behavior analysis. Emphases include understanding foundational behavioral principles and exploring precise technological procedures for describing socially important behaviors along with relevant environmental stimuli.

SPED 623 PROFESSIONAL ETHICS FOR BEHAVIOR ANALYSTS (3crs)

The focus of this course is on the ethical guidelines that govern the practice of special educators and behavior analysts, as well as historical issues that have given rise to these ethics. This course is aligned with the professional ethics for Board Certified Behavior Analysts.

SPED 696 CAPSTONE IN BEHAVIOR ANALYSIS (3crs)

This is the culminating course in the M.Ed. SPED ABA program and is considered the capstone experience. Students will review behavioral analytic fundamentals and strategies that can be applied to increase socially valid behaviors and minimize problem behaviors. Topics introduced earlier in the program will be explored more extensively. Emphases are on demonstrating competencies with terms and content related to philosophical underpinnings, concepts, and principles of behavior analysis. Additionally, students will work in teams to complete a capstone research project that includes a manuscript and poster presentation.

ABA FIELDWORK EXPERIENCE COURSES (Beginning 8/1/23)

AU ABA FIELDWORK EXPERIENCE - TRAINEE HANDBOOK



**MASTER OF EDUCATION
APPLIED BEHAVIOR ANALYSIS**
AUGUSTANA
UNIVERSITY

Each practicum offers a concentrated, supervised fieldwork experience in Applied Behavior Analysis within the program of study. Students will have the opportunity to accrue concentrated fieldwork hours across nine 1-credit courses and meet supervision requirements for the Board Certified Behavior Analyst (BCBA) Task List (5th ed.) and the Test Content Outline (6th ed.).

Each student holds responsibility for ensuring they are meeting the BACB experience and supervision requirements. Students should plan to accrue 100 hours of fieldwork experience per month to meet the minimum 1500-hour requirement for concentrated supervised fieldwork experiences (BACB Task List, 5th ed.; Test Content Outline, 6th ed.) within the graduate program.

SPED 611 – Fieldwork Experience I (1crs)

This practicum is part of a concentrated, supervised fieldwork experience within the M.Ed. SPED Applied Behavior Analysis program of study. In SPED 611, students will have the opportunity to accrue concentrated fieldwork hours and meet supervision requirements for the Board Certified Behavior Analyst (BCBA) Task List (5th ed.) that are aligned with SPED 625 Behavior-Change Fundamentals. **Coreq: SPED 625**

SPED 612 – Fieldwork Experience II (1crs)

This practicum is part of a concentrated, supervised fieldwork experience within the M.Ed. SPED Applied Behavior Analysis program of study. In SPED 612, students will have the opportunity to accrue concentrated fieldwork hours and meet supervision requirements for the Board Certified Behavior Analyst (BCBA) Task List (5th ed.) that are aligned with SPED 626 Functional Behavior Assessments and Interventions. **Coreq: SPED 626**

SPED 613 – Fieldwork Experience III (1crs)

This practicum is part of a concentrated, supervised fieldwork experience within the M.Ed. SPED Applied Behavior Analysis program of study. In SPED 613, students will have the opportunity to accrue concentrated fieldwork hours and meet supervision requirements for the Board Certified Behavior Analyst (BCBA) Task List (5th ed.) that are aligned with SPED 628 Research Methods in Behavior Analysis. **Coreq: SPED 628**

SPED 614 – Fieldwork Experience IV (1crs)

This practicum is part of a concentrated, supervised fieldwork experience within the M.Ed. SPED Applied Behavior Analysis program of study. In SPED 614, students will have the opportunity to accrue concentrated fieldwork hours and meet supervision requirements for the Board Certified

Behavior Analyst (BCBA) Task List (5th ed.) that are aligned with SPED 627 Management and Supervision for Behavior Analysts. **Coreq: SPED 627**

SPED 615 – Fieldwork Experience V (1crs)

This practicum is part of a concentrated, supervised fieldwork experience within the M.Ed. SPED Applied Behavior Analysis program of study. In SPED 615, students will have the opportunity to accrue concentrated fieldwork hours and meet supervision requirements for the Board Certified Behavior Analyst (BCBA) Task List (5th ed.) that are aligned with SPED 624 Concepts and Principles of Behavior Analysis. **Coreq: SPED 624**

SPED 616 – Fieldwork Experience VI (1crs)

This practicum is part of a concentrated, supervised fieldwork experience within the M.Ed. SPED Applied Behavior Analysis program of study. In SPED 616, students will have the opportunity to accrue concentrated fieldwork hours and meet supervision requirements for the Board Certified Behavior Analyst (BCBA) Task List (5th ed.) that are aligned with SPED 623 Professional Ethics for Behavior Analysts. **Coreq: SPED 623**

SPED 617 – Fieldwork Experience VII (1crs)

This practicum is part of a concentrated, supervised fieldwork experience within the M.Ed. SPED Applied Behavior Analysis program of study. In SPED 617, students will have the opportunity to accrue concentrated fieldwork hours and meet supervision requirements for the Board Certified Behavior Analyst (BCBA) Task List (5th ed.) that are aligned with SPED 696 Capstone in Behavior Analysis. **Coreq: SPED 696**

SPED 618 – Fieldwork Experience-Interim (1crs)

This practicum is part of a concentrated, supervised fieldwork experience within the M.Ed. SPED Applied Behavior Analysis program of study. In SPED 618, students will have the opportunity to accrue concentrated fieldwork hours and meet supervision requirements for the Board Certified Behavior Analyst (BCBA) Task List (5th ed.).

SPED 619 – Fieldwork Experience-August (1crs)

This practicum is part of a concentrated, supervised fieldwork experience within the M.Ed. SPED Applied Behavior Analysis program of study. In SPED 619, students will have the opportunity to accrue concentrated fieldwork hours and meet supervision requirements for the Board Certified Behavior Analyst (BCBA) Task List (5th ed.).

PROGRAM PLAN OF STUDY

Augustana's Master of Education in Special Education: Applied Behavior Analysis program is taken over a 16-month period, using a cohort model. Candidates proceed through the program in cohorts of 15 students, which lends support and offers varied perspectives and knowledge to the experience.

The fieldwork experience/practicum courses with supervision (totaling 9 credit hours) run concurrently with VCS coursework, and the fieldwork experiences continue across breaks between semesters. Students can accrue the required number of concentrated fieldwork hours in their work settings as they complete the four semesters of graduate coursework. Students in the program must maintain employment in a behavior-related setting for a minimum of 30 hours per week to complete a total of 1500 hours of concentrated supervised fieldwork across 15 months of clinical practica.

See the [M.Ed. SPED ABA Highlights](#) page on the Augustana website for each cohort's plan of study.

CONTACT INFORMATION

Augustana University is located at 2001 South Summit Avenue in the south-central part of Sioux Falls. University administrative offices observe regular working hours of 8:00 a.m. to 5:00 p.m. Monday through Friday except for major holidays. After 5:00 p.m. general information is available at the Morrison Commons Information Desk which is open until 10:00 p.m. every night.

Augustana University

2001 South Summit Avenue
Sioux Falls, SD 57197
Phone: 605.274.0770
Toll Free: 800.727.2844
Home Page: augie.edu

Office of Graduate Education

Phone: 605.274.4043
Fax: 605.274.4450
Email: graduate@augie.edu
Home Page: augie.edu/graduate

Business Office

605.274.5239
businessoffice@augie.edu
(Contact for payment plans)

Financial Aid Office

605.274.5216
financial.aid@augie.edu

Student Academic Support Services

605.274.5503
success@augie.edu
(Resources for students with disabilities)

Registrar's Office

605.274.4121
registrar@augie.edu
(Transcripts, schedules, registration)

Academic Affairs

605.274.5417
(Academic policies, curriculum, summer courses, interim, graduate education)

Library

605.274.4921
(Library services, instructional media)

University Events

605.274.4546
(Events scheduled on campus)

Dean of Students Office

605.274.4124
(General information and student support)

Master of Education in Special Education:

Applied Behavior Analysis

Home Page: augie.edu/aba

Dr. Kathleen Cook, BCBA-D
ABA Program Director
Phone: 605.274.4623
Email: kathleen.cook@augie.edu

Dr. Kelly Kearney, BCBA-D
Assistant Professor / ABA Fieldwork Coordinator
Phone: 605.274.5439
Email: Kelly.Kearney@augie.edu

School of Education

Chris Assmus
Education Program Coordinator
Email: cassmus@augie.edu
Phone: 605.274.4629
Fax: 605.274.4616

THANK YOU

Thank you for reviewing this handbook and orientation information. We hope that the information provided will serve as a resource as you begin your Master of Education in Special Education: Applied Behavior Analysis journey.

If you have questions regarding this handbook, the Master of Education in Special Education program and/or how to begin the applications process, please do not hesitate to contact the ABA Program Director:

Dr. Kathleen Cook, PhD, BCBA-D
605.274.4623
kathleen.cook@augie.edu

Follow Augie ABA!

- Twitter @augie_aba
- Instagram augie_aba
- Facebook @augieaba



Thank you for your interest in the Master of Education in Special Education: Applied Behavior Analysis at Augustana University!



**MASTER OF EDUCATION
APPLIED BEHAVIOR ANALYSIS**

**AUGUSTANA
UNIVERSITY**

This Master of Education in Special Education: Applied Behavior Analysis Handbook is effective starting August, 2022.

*This Master of Education in Special Education Handbook was last updated on August 5, 2024.