Special Education – Applied Behavior Analysis Concentration

Master of Education Program in Special Education with Applied Behavior Analysis (ABA) Concentration

ABAI VCS 5th Edition Task List (BCBA)
BACB Verified Course Sequence #51024

Handbook
College of Education
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www.educ.ttu.edu

Revised Oct 15, 2019. Applicable for Fall 2019 onwards
Special Education

Master of Education – Applied Behavior Analysis

Program Overview

The M.Ed. in Special Education with a concentration in Applied Behavior Analysis (ABA) is unique in that it provides students the opportunity to advance their skills through an online learning program from anywhere in the world. In addition, the Behavior Analyst Certification Board, Inc.® has verified the following course sequence as meeting coursework requirements for eligibility to take the Board Certified Behavior Analyst (BCBA) Examination® 5th Edition Task List. Applicants will have to meet additional requirements to qualify for certification (for latest requirements refer to www.bacb.com).

Career Opportunities with this degree:

Behavior analysts often work as consultants to individuals, to schools, or to agencies such as child welfare organizations and residential treatment programs where their goal is to enhance abilities, performance, and overall quality of life of the children or adults who receive their services. Behavior Analysts often specialize in working with specific populations of individuals such as autism spectrum disorders, developmental disabilities, traumatic head injuries, mental health issues, early childhood populations, geriatric populations, etc.

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ADMISSION REQUIREMENTS

Due Date for Fall Admissions – August 1
Due Date for Spring Admissions – December 1

MEd Special Education with Concentration in ABA

• Applicants will be admitted to begin coursework in the Fall and Spring semesters only.
• All applications for Fall admissions must be received by August 1 and all applications for Spring admissions must be received by December 1 with all required components included (incomplete applications will not be reviewed).
• Applications will be deferred to following semester if they are not received by the due date or if they are incomplete.

Specific Application Requirements for the ABA programs:

a. GPA of 3.0 or better from undergraduate or most recent graduate coursework

b. Two recommendation letters required from professionals (preferably a BCBA, or a BCaBA, a special education teacher or behavior therapists/specialists, administrator, etc.).

c. Applied experience in behavior analysis or providing behavior services (e.g., work in a clinic, as a SPED teacher or paraprofessional) as evidenced in resume and personal statement.

d. A typed, two page, single-spaced personal statement covering the following areas: (1) prior coursework in or related to ABA, (2) applied/clinical/teaching/volunteer experiences in ABA (e.g., BCaBA, Registered Behavior Technician (RBT), psychology, special education teacher, paraprofessional, internship or volunteering in schools or centers for autism or developmental disabilities,) (3) Future career goals.

All Admitted Students

All admitted students are required to:

1) Complete the TTU ABA orientation at beginning of first semester at TTU.

2) Purchase access to a commercially available ABA practice modules and BCBA certification exam practice test as specified by the program faculty.

3) Release ABA practice test module scores to program faculty.

4) Complete a Comprehensive Project as part of the internship course.
5) Complete any other concentration learning activities as required by the program faculty.

This Special Education Masters ABA Concentration contains the ABAI Verified Coursework (5th Ed) meeting towards BCBA coursework. The sequence number is 51024 (5th Ed).

“The Association for Behavior Analysis International has verified the following courses toward the coursework requirements for eligibility to take the Board Certified Behavior Analyst® examination. Applicants will need to meet additional requirements before they can be deemed eligible to take the examination.”

**Note: TTU has two BACB Approved Course Sequences, but you cannot take courses from the two Verified Course Sequence (VCS) concentrations. To complete an entire VCS, the student must only take courses within that VCS. Students may only take sections of ABA courses that are approved by their advisor. You will need the advisor’s permission to enroll in most of the ABA courses.**

Scope and Sequences of the Courses (36 hours required)

**Special Education Courses (9 hours)**
- EDSP 5306 Strategies for children with Low incidence Disabilities
- EDSP 5320 Children & youth with Low Incidence Disabilities
- EDSP 5093 Internship (3 credits)*

**ABA Courses (VCS Approved Coursework Sequence; 21 hours)**
- EDSP 5342 Concepts and Principles of ABA
- EDSP 5343 Single-subject Designs in ABA
- EDSP 5346 FBA and Function-based interventions
- EDSP 5347 Behavior Change Procedures
- EDSP 5349 Ethical and Professional Conduct
- EDSP 5360 Behavior Analytic Supervision and Management of Personnel
- EDSP 5390 (Seminar) Philosophical Underpinnings of ABA

**Core Courses (6 hours)**
- EPSY 5379 Introduction to Educational Research
- EPSY 5331 Human Development in Education

“Required Course

“The Association for Behavior Analysis International has verified the following courses toward the coursework requirements for eligibility to take the Board Certified Behavior Analyst® or Board Certified Assistant Behavior Analyst® examination. Applicants will need to meet additional requirements before they can be deemed eligible to take the examination.”

**The sequence number is 51024 (5th Ed).**

*This internship is for the MEd Special Education degree and does not contribute toward the supervised experience required by the BACB. The students must procure an appropriate supervisor on their own to obtain supervised experience hours for the BACB.*
### Sequence for Fall Cohort

<table>
<thead>
<tr>
<th>Fall</th>
<th>Spring</th>
<th>Summer 1 &amp; 2</th>
<th>Fall</th>
<th>Spring</th>
<th>Summer 1 &amp; 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDSP5342* (ABA 1) EDSP5320</td>
<td>EDSP5343* (ABA 2)</td>
<td>EDSP5347* (ABA4)</td>
<td>EDSP 5390*: Seminar in SPED (ABA 5) Philosophical underpinnings of ABA</td>
<td>EDSP 5390* (ABA 5) EDSP5093* (ABA Internship with Comprehensive Project)</td>
<td>EPSY 5379 EDSP 5306 Graduate in August</td>
</tr>
<tr>
<td>Orientation Required</td>
<td>EDSP5346* (ABA3)</td>
<td>EPSY 5331</td>
<td>EDSP5349* (ABA6)</td>
<td>EDSP5349* (ABA6)</td>
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</tr>
</tbody>
</table>

*Indicates the course requires completion of specific learning modules before proceeding to next ABA course in the sequence.

### Required Course Sequence for Spring Cohort

<table>
<thead>
<tr>
<th>Spring</th>
<th>Summer 1&amp;2</th>
<th>Fall</th>
<th>Spring</th>
<th>Summer 1&amp;2</th>
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### Master’s Program Options: *(This section is currently under revision and changes may occur)*

The TTU Graduate School requires that all students earning a master’s degree must complete a thesis or comprehensive exam/project.
Thesis Option 1

Each Master’s Degree student will have an option of completing a thesis as part of the requirements for the Master’s Degree in Special Education. Under this option, students enroll in 6 semester hours of EDSP 6000, and this becomes part of the minimum of 36 semester hours on the degree plan. Students completing a Master’s thesis are exempt from taking the comprehensive evaluation. However, students must complete a final oral defense.

If interested in completing a Master’s thesis, students should discuss these plans with their advisor. A thesis committee of at least two full-time faculty members of the College of Education will be recommended by the advisor and approved by the Graduate School. This committee will provide ongoing guidance as the student prepares the proposal, carries out the research project, and completes the written document. The process of planning the thesis, ideally, should begin in the semester in which the student takes Introduction to Educational Research.

The final copy of the thesis is prepared in accordance with the requirements in Instructions for Preparing and Submitting Theses and Dissertations, available online and in the Texas Tech University Graduate Catalog (https://catalog.ttu.edu/).

Evaluation for the Master Degree Thesis
1. Check with your advisor, and with your advisor’s help, choose at least a 2-member thesis committee. This committee should match your degree plan.
2. Set up a meeting with your thesis committee to talk about your selection for an appropriate topic.
3. Your thesis committee should guide you through the process, including the Need for Human Subject approval. However, it is the responsibility of the student to fill out and submit paperwork to his/her advisor.
4. Thesis defenses should be completed by early November for fall or late March for spring to file the thesis with the Graduate School. Remember that the Graduate School has deadlines for submission, and students must adhere to these guidelines. It is the student’s responsibility to keep track of all deadlines. Should a student miss the deadlines or fail the thesis defense, he or she has one semester to complete and successfully defend the thesis. Otherwise a failing grade will be recorded.

Master’s Program Options:

Option 2 (Non-thesis): Mock Exam/Comprehensive Exam

For MEd (ABA) Students:

1. Register electronically with the College of Education Graduate Office for the Comprehensive Examination by the due date. Let your advisor know that you will be completing the Comprehensive Examination (Mock Exam).

2. Submit your Intent to Graduate electronically with the Graduate School at the very beginning of your final semester. The College of Education (COE) may require additional documentation and notification. Failure to meet the deadlines may result in an inability to graduate and requirement to take additional coursework as required by the Graduate School. If you are pursuing additional certificates (e.g., Autism), you must submit a separate Intent to
Graduate form for each certificate.

3. Instructions for Mock Exam/Comprehensive Exam:

   a. Complete the Mock Exam Post-test on BDS.
   b. First make sure you have completed all BDS Modules (Acquisition & Fluency) before attempting the Mock Exam – Post test. Please review any content needed to improve your performance on these modules.
   c. Once you complete all 7 ABA courses, you can attempt the Mock Exam – Post test.
   d. If you are unable to obtain 80% or higher in the first attempt of the Mock Exam – Post test, you will be required to complete all fluency modules (A through I) with 90% by the due date for Comprehensive Examination (typically March for Spring Graduation and June for Summer Graduation). Failure to meet these graduation requirements will result in additional coursework and delay graduation.
   e. Notify your advisor once you meet these graduation requirements (Mock Exam -Post test 80% and/or 90% fluency on all BDS modules A through I).