DEPARTMENT OF
SPECIAL EDUCATION

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TEXAS TECH
College of Education

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

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Updated November 2025

Texas Tech University
College of Education
Master of Education in Special Education –
Applied Behavior Analysis (ABA) Concentration
Revised Program Handbook – 2025

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1. Program Overview and Philosophy

The Master of Education (M.Ed.) in Special Education with a concentration in Applied Behavior Analysis (ABA) is grounded in the scientist-practitioner model and prepares students to become ethical and competent behavior analysts. The program provides an ABAI-verified course sequence aligned with the 5th Edition Task List and is aligned with the 6th Edition Test Content Outline. The course sequence is designed to prepare students for the Board-Certified Behavior Analyst® (BCBA®) examination. The program operates in a hybrid format, combining live virtual sessions with online coursework (See Appendix C). Supervised fieldwork experience is not provided as part of this degree plan. Students will be responsible for meeting and completing supervision hours to be eligible for board certification by the Behavior Analyst Certification Board (BACB). Additional information regarding considerations for supervised fieldwork can be found in Appendix A.

MISSION STATEMENT

Texas Tech's Master of Education (M.Ed.) in Special Education with a concentration in Applied Behavior Analysis (ABA) provides a rigorous, cohort-based curriculum verified by the Association for Behavior Analysis International (ABAI) to ensure students gain the academic preparation required for the Board-Certified Behavior Analyst (BCBA) certification. Our mission is to equip students with the skills and knowledge to implement science-based practices across a wide range of abilities and backgrounds, particularly within rural and underserved communities in West Texas and beyond. We emphasize ethical and professional standards that support the advancement of behavior analysis through ongoing professional development, research, and advocacy.

This concentration emphasizes:

- Evidence-based practice

- Service to a wide range of abilities and backgrounds

- Rigorous academic and clinical preparation

2. Program Goals and Objectives

Goals

Goal 1: Competency in Behavior Analytic Practice
- Apply principles of behavior to support meaningful behavior change.
- Design and evaluate interventions based on functional assessment and empirical evidence.

Goal 2: Ethical and Professional Conduct

- Demonstrate competence in the BACB's Ethics Code for Behavior Analysts.
- Maintain professional integrity and uphold respect for individuals from varied backgrounds and life experiences in all areas of practice.

Goal 3: Research and Evaluation

- Evaluate scientific literature and translate findings into practice.
- Engage in single-case design research and data-based decision-making.

Goal 4: Responsive Practice

- Deliver services that are sensitive to differences in background, ability, and circumstance, ensuring effective and appropriate support for all individuals.
- Practice with awareness of variations in culture, language, and community context that influence learning and behavior.

Goal 5: Support Lifelong Learning and Professional Development

- Encourage graduates to engage in ongoing education and professional development to remain current with best practices and evolving standards in the field of behavior analysis.

Objectives

Objective 1: Provide ABAI-Verified Coursework

- Offer a curriculum approved by the Association for Behavior Analysis International (ABAI) that prepares students to sit for the BCBA examination.

Objective 2: Ensure Practical Application of Skills

- Require hands-on experience through coursework and a practicum, where students apply behavior-analytic principles in real-world settings.

Objective 3: Facilitate Ethical Decision-Making

- Train students in ethical standards and decision-making models relevant to the practice of behavior analysis, emphasizing compliance with BACB standards.

Objective 4: Promote Research and Evidence-Based Practice

- Encourage students to engage in research activities and integrate evidence-based strategies into their applied work.

3. Trademark Outcomes and Distinctive Skills

Graduates of the ABA concentration will:

- Exhibit mastery in applying behavioral principles to diverse populations.
- Design, implement, and evaluate individualized behavior intervention plans.
- Demonstrate consultation, collaboration, and leadership in educational, clinical, and other settings.
- Collect, analyze, and interpret behavioral data.
- Utilize technology for behavioral assessment, instruction, and supervision.

4. Faculty and Advising

Program Faculty

- Jennifer Hamrick, PhD, BCBA-D, LBA (Program Coordinator)
- Devender Banda, PhD, BCBA-D, LBA
- Stacy Carter, PhD, BCBA-D, LBA
- Haven Niland, PhD, BCBA-D, LBA
- David Richman, PhD

Faculty meet the instructional standards outlined by the BACB. Faculty in the ABA concentration are engaged in ongoing scholarship, including peer-reviewed publications, presentations at national conferences, and leadership service in professional organizations. These activities ensure that instruction is grounded in current research and professional standards. For more information on each faculty member's scholarship, click on each faculty member's name to visit their faculty profile page.

Adjunct Faculty

At times, there is a need for courses to be taught by adjunct instructors. Adjunct instructors must be Board Certified Behavior Analysts (BCBA) and hold a doctoral degree in behavior analysis, special education, or a closely related field.

Advising

Academic advising is a collaborative process between the student and the faculty advisor. The goal is to ensure that students progress through the program in a timely manner, receive mentorship tailored to their career goals, and meet all requirements for graduation and certification.

- **Program Coordinator & Advisor Role:**
  Dr. Jennifer Hamrick, as Program Coordinator, oversees the ABA concentration and ensures consistency in advising, curriculum delivery, and compliance with TTU Graduate School and accreditation standards. The Program Coordinator also monitors student progress, facilitates remediation plans when necessary, and coordinates program-wide communication.

Dr. Hamrick also serves as advisor for all students. The advisor serves as the student's primary point of contact for academic planning, program navigation, and professional development.

- **Advising Expectations:**
  - Students are expected to meet with their faculty advisor at least once per semester to review their degree plan in TTU DegreeWorks (DegreeWorks login).
  - Advisors will guide students in course registration, ensuring compliance with the cohort course sequence and timely progression toward graduation.
  - Students should notify their advisor immediately if personal or professional challenges impede their progress in the program.
  - Advisors may also provide mentorship on research opportunities, professional development, and preparation for the BCBA® exam.
- Please see Appendix B for additional information regarding advising.

Student Ratios

The program maintains a faculty-to-student ratio of approximately 1:15 for academic advising and course instruction. Cohorts are capped at approximately 30 students to ensure quality of instruction and accessibility to faculty.

5. Admission Requirements

Application Deadlines*

- Fall Admission: August 1
- Spring Admission: December 1
- Summer: no summer admissions/deadline

Applications received after the deadline date may be deferred for admission review for the following semester. Incomplete applications will not be reviewed, and prospective students will receive a denial to the program.

Application Components

Please ensure all components below are included in your application packet.

- **Official Transcripts** – from all institutions attended, showing a minimum cumulative GPA of **3.0 or higher** on undergraduate and any graduate-level coursework.
- **Letters of Recommendation (2 required)** – from professionals familiar with the applicant's academic and/or applied work (e.g., BCBA, BCaBA, special education teacher, administrator, clinical supervisor, former course instructor).

Recommendations should address the applicant's academic readiness, professional conduct, and potential for graduate study.

- **Statement of Purpose** – A typed, single-spaced statement (1–2 pages) addressing:
    - Academic and professional background related to applied behavior analysis or special education.
    - Clinical, teaching, or volunteer experiences relevant to ABA.
    - Professional goals, including certification/licensure and career plans.
- **Resume or Curriculum Vitae (CV)** – documenting education, work history, certifications, applied/clinical experience, research, and professional development activities.

Review Process

- **Initial Review:** The Graduate School verifies that all required documents are submitted and the minimum GPA requirements are met.
- **Faculty Review:** ABA faculty review complete applications holistically, considering GPA, relevant experience, letters of recommendation, and alignment with program goals.
- **Committee Decision:** Admissions decisions are made by the ABA program admissions committee. In some cases, faculty may request additional materials or an interview to clarify the applicant's preparation and fit with the program.
- **Notification:** Applicants will be notified of admissions decisions by the Graduate School. Accepted students will receive onboarding information regarding ABA program orientation, cohort assignment, and course registration.

Students admitted to other Concentrations in the Special Education program who are interested in changing their Concentration to ABA are required to submit a new application as delineated above, as they receive no advantage in the admission process. Prospective students may contact the program coordinator with questions or concerns regarding admission throughout the semester.

Cohort Model

Students are admitted in Fall and Spring cohorts only. Each cohort progresses together through a fixed course sequence, designed to ensure that coursework, fieldwork expectations, and comprehensive exam preparation build logically and consistently across semesters.

The cohort model is central to the program's design for several reasons:

- **Consistency in Curriculum Delivery:** All students move through the same verified course sequence, ensuring alignment with BACB requirements.
- **Peer Learning and Support:** Students benefit from shared learning experiences, opportunities for collaboration, and peer accountability across the duration of the program.

- **Faculty Engagement:** The cohort model allows faculty to provide consistent advising, mentoring, and timely feedback tailored to each group's progress.
- **Program Integrity:** Cohorts support the integration of academic content with supervision, advising, and assessment benchmarks, reinforcing the professional and ethical standards of the program.

This model reflects the College of Education's commitment to creating a structured, supportive, and collaborative learning environment that prepares students for success in both board certification and professional practice.

Additional Requirements Upon Admission

Responsible Academic Conduct Training *(Graduate School Requirement)*

All degree-seeking graduate students at Texas Tech University are required to complete the Responsible Conduct of Research (RCR) training during their first semester of enrollment.

- Students in the ABA concentration must complete the "Social and Behavioral or Humanities" version of the training.
- This is a TTU Graduate School requirement and must be completed by the deadline each semester. Click here for the due date for the semester in which you have begun: https://www.depts.ttu.edu/gradschool/academic/training/responsible-academic-conduct-training.php
- Access the Training by clicking the link here: Responsible Academic Conduct Training Portal

Important:
Students should refer to the training website linked above for current semester-specific due dates and instructions. These dates may vary year to year, so please review early in the semester.

✉ Questions?
Contact the Graduate School directly at:
📧 responsible.academic.conduct.gradschool@ttu.edu

Failure to complete this training by the posted deadline may result in administrative holds or delays in degree progress.

6. Course Sequence and Format

Program Format

- Online: Online ABA core coursework with scheduled live virtual class meetings. Please see Appendix B for additional information regarding the Online ABA Program.

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- Sequence of 36 credit hours

Coursework

- **ABA Core (21 credits):** Verified Course Sequence
    - 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 5361 Philosophical Underpinnings of ABA
- **Special Education (9 credits):** Foundations and internship
    - EDSP 5306 Strategies for children with Low incidence Disabilities
    - EDSP 5320 Children & youth with Low Incidence Disabilities
    - EDSP 5093 Internship (must register for three credit hours)* (See Appendix D)
- **Research and Development (6 credits):** Research and human development
    - EPSY 5379 Introduction to Educational Research
    - EPSY 5331 Human Development in Education

*This internship (EDSP 5093; 3 credit hours required) is for the MEd Special Education degree and does not contribute toward the supervised experience hours required by the BACB. The students must procure an appropriate supervisor on their own to obtain supervised experience hours for the BACB.

Fall Cohort Sequence

YEAR 1:

Fall: EDSP 5342*, EDSP 5320
Spring: EDSP 5343*, EDSP 5346*
Summer: EDSP 5347*, EPSY 5331**

YEAR 2:

Fall: EDSP 5361*, EDSP 5349*
Spring: EDSP 5360*, EDSP 5093,
Summer: EPSY 5379**, EDSP5306

Spring Cohort Sequence

YEAR 1:

Spring: EDSP 5342*, EDSP 5320
Summer: EDSP 5343*, EDSP 5346*

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Fall: EDSP 5347*, EPSY 5093

YEAR 2:

Spring: EDSP 5349*, EPSY 5331**
Fall: EDSP 5360*, EDSP 5361*
Summer: EPSY 5379**, EDSP5306

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

****Make sure to register early for EPSY 5331 & EPSY 5379 to ensure access to the course, as these courses fill up quickly.

Transfer Credit

Students may transfer up to 6 hours of coursework if it was completed in the last 7 years with a grade of "B" or better. Students interested in transferring credit should schedule an appointment with their advisor and be prepared to present:

- Syllabi of previous coursework

- Catalog course descriptions of courses

- Transcripts

This should be completed prior to completion of the first semester of Concentration coursework, along with a rationale for the request. Coursework must match a comparable Texas Tech course and can only be considered for transfer if a syllabus is submitted and course requirements are consistent with the Special Education degree plan. Course substitutions on a student's degree plan are permitted with advisor approval. Petitioning for a course substitution follows the same process as transfer requests.

7. Fieldwork Experience

TTU provides the verified coursework only. Students are responsible for obtaining:

- Supervised experience hours (aka BCBA supervision) required by BACB. Make sure to review the latest requirements by visiting www.bacb.com.
- A qualified supervisor meeting BACB supervision standards

Fieldwork is expected to:

- Meet BACB criteria for supervision

- o   Additional information regarding Fieldwork Experience can be found here at the BACB website.

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8. Thesis or Comprehensive Exam Options

Option 1: Thesis

- Complete 6 hours of EDSP 6000
- Requires defense of a written thesis and an oral presentation
- Exempt from BCBA mock exam requirement

Purpose

The Thesis Option offers students the opportunity to design, conduct, and defend an original research study in applied behavior analysis or a closely related field. This pathway is intended for students who wish to pursue doctoral-level study or advanced research opportunities in the field.

Eligibility

- Students must be in **good academic standing** (minimum GPA of 3.0).
- Students must obtain the approval of their **faculty advisor** to pursue the thesis option.
- Enrollment in **EDSP 6000 (Master's Thesis, six credit hours)** is required; these hours count toward the minimum **36 credit hours** needed for degree completion.

Structure

- Students form a **thesis committee** consisting of at least **two full-time faculty members** of the ABA program, recommended by the advisor and approved by the Graduate School.
- The thesis committee provides guidance throughout the process, including topic selection, proposal development, ethics approval, research execution, data analysis, and manuscript preparation.
- Students should ideally initiate thesis planning during enrollment in *EPSY 5379: Introduction to Educational Research*.
- All research involving human participants requires prior ethics approval from the **Institutional Review Board (IRB)**. While faculty advisors assist with this process, students are responsible for completing and submitting IRB documentation.

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Evaluation Criteria

- Successful completion of the thesis requires a **written document** that meets TTU Graduate School formatting and submission guidelines.
- Students must pass a **final oral defense** of the thesis before their committee.
- A passing outcome is determined by majority vote of the thesis committee.

Deadlines

- **Fall Graduation**: Thesis defenses should be completed by **early November**.
- **Spring Graduation**: Thesis defenses should be completed by **late March**.
- Graduate School submission deadlines for theses are **strictly enforced**; students are responsible for monitoring these deadlines and ensuring timely submission of all required documents.

Remediation

- Students who do not successfully defend their thesis or who miss submission deadlines will be granted **one additional semester** to revise and defend their work.
- Failure to complete a successful defense within this timeframe will result in a recorded grade of **F** for the thesis course.

Student Responsibilities

- Work closely with the faculty advisor to form a thesis committee that aligns with the degree plan.
- Schedule regular meetings with the thesis committee for feedback and progress monitoring.
- Complete all IRB requirements prior to data collection.
- Adhere to all Graduate School guidelines for formatting and submission as outlined in Instructions for Preparing and Submitting Theses and Dissertations.
- Maintain responsibility for tracking all deadlines and ensuring compliance with TTU and Graduate School requirements.

Option 2: Non-Thesis / Mock Exam

- Complete BDS CBA modules and full-length mock exam
- Score 80% or higher required
- Additional fluency modules required if score is below benchmark

Purpose

The Comprehensive Examination serves as a culminating assessment of students' knowledge and skills in applied behavior analysis. This requirement ensures that students demonstrate mastery of the Verified Course Sequence and are adequately prepared for

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professional practice and eventual certification as a BCBA®. The examination is designed to mirror the structure and rigor of the national BCBA® certification exam.

Eligibility
- Students must be in good academic standing (minimum GPA of 3.0) and have completed or be enrolled in all required ABA coursework.
- An **Intent to Graduate** form must be submitted to the Graduate School at the beginning of the final semester of enrollment.
    - This must be completed in order to complete and submit the Comprehensive Examination by the published deadline.

Examination Structure
The Comprehensive Examination for the ABA concentration is administered through Behavior Development Solutions (BDS) and consists of a Mock BCBA® Certification Exam (Post-test)**.**
- Prior to the Mock Exam, *students must complete* all BDS Learning Modules (Acquisition and Fluency)**,** including those not explicitly assigned in coursework, prior to attempting the Mock Exam Post-test.
    - Fluency modules must all be completed at 90% mastery criteria.
- The Mock Exam Post-test is taken after completion of all seven ABA core courses or during the final semester of study.

Evaluation Criteria
- A minimum score of 80% on the Mock Exam Post-test is required to satisfy the Comprehensive Examination requirement.
- Students who do not achieve this score on the first attempt are required to complete all BDS Fluency Modules (Sets A–I) **at** 90% accuracy prior to the posted deadline for their graduation semester.

Deadlines
Comprehensive Examination deadlines align with the student's graduation semester. Deadline dates for completion can be found under the **Academic Progress** tab on the Graduate School webpage.

Students are responsible for monitoring College of Education and Graduate School communications regarding specific dates and submission requirements.

Remediation
Students who fail to meet the required non-thesis standard within their graduation semester may, at the discretion of the Graduate School and Program Faculty:
- Students who fail to meet criteria for the comprehensive exam will not be permitted to continue or graduate without a program of remediation, developed by the program coordinator and faculty advisor.

- Remediation may include but not limited to: one additional attempt to complete the requirement within an extended timeframe.

Failure to successfully complete the Comprehensive Examination within the approved timeline will result in delayed graduation. If the student chose to defer their graduation, they will be required to enroll in at least three credit hours during the semester they graduate.

Student Responsibilities
- Submit all graduation and examination paperwork by required deadlines.
- Maintain communication with the faculty advisor regarding examination eligibility and progress.
- Ensure adequate preparation through completion of all required BDS modules and coursework.
- Monitor all TTU email communications for official updates related to deadlines, registration, and requirements.

9. Student Progress and Evaluation

- Students are expected to maintain a GPA ≥ 3.0
  - Students falling below this threshold will receive an academic warning and may be placed on academic probation per Texas Tech University Graduate School policies. Continued failure to meet the GPA requirement may result in dismissal from the program. Faculty advisors are available to support students in developing academic improvement plans as needed.
- Program uses formative and summative assessments in each course
  - Each ABA course in the program includes both **formative assessments** (e.g., quizzes, written reflections, discussion board activities, in-class responses) to provide ongoing feedback during the learning process, and **summative assessments** (e.g., final projects, examinations, applied assignments) to evaluate mastery of content at the conclusion of instructional units. Performance on these assessments informs student grades, progression in the course sequence, and readiness for professional certification. In addition, ABA courses include embedded BDS module completion as a required formative component.
- Annual reviews that assess academic, professional, and ethical progress (See Section 10. Probation, Grievances, and Dismissals)
- Remediation plans are developed for students at risk of probation or dismissal (See Section 10. Probation, Grievances, and Dismissals)

10. Program Evaluation & Continuous Improvement

The M.Ed. in Special Education with a concentration in Applied Behavior Analysis (ABA) is committed to ongoing evaluation and improvement to ensure that the program meets the highest standards of academic quality, ethical preparation, and professional practice. Program evaluation processes are conducted in alignment with TTU best practices.

Continuous Improvement Cycle

The ABA program follows a **continuous improvement model** consistent with TTU's Office of Planning and Assessment:

- **Collect Data** (surveys, performance metrics, feedback)
- **Analyze Trends** (faculty review of outcomes and alignment with standards)
- **Develop Action Plans** (curriculum revisions, policy updates, faculty development)
- **Implement Changes** (course updates and adjustments, practicum enhancements)
- **Reassess** (measure outcomes of changes in subsequent cycles)

Student Exit Surveys

- At the end of their final semester, students will complete a Program Exit Survey administered by the Department of Special Education.
- Surveys assess:
    - Quality of instruction and course content
    - Perceived preparedness for the BCBA® certification exam and professional practice
    - Accessibility and effectiveness of advising and faculty support
    - Student experience with program resources (e.g., writing center, library, technology support, general program guidance)
- Survey results will be compiled annually and reviewed by the Program Coordinator and faculty to identify trends and areas for improvement.

Alumni Follow-Up

- Alumni are surveyed biennially to collect feedback on:
    - Employment outcomes (job placement, licensure/certification success)
    - Preparedness for advanced study (doctoral programs, additional certifications)
    - Long-term evaluation of program relevance and effectiveness in professional roles (leadership)
    - Continued access and use of TTU resources such as CEUs provided to ABA Program alum

- Data collected is used to monitor program outcomes and guide curriculum revisions.

Employer Feedback

- Employers and field supervisors are periodically invited to provide input regarding the preparedness of TTU ABA graduates.
- Feedback is gathered through online surveys and targeted interviews with university partner organizations.
- Input from employers helps faculty ensure that program outcomes align with workforce needs, ethical standards, and evolving ABA practice.

Faculty Review & Annual Retreat

- Program faculty participate in an **annual review retreat** in May each year. This process includes:
  - Review of student performance data (grades, retention, thesis/comprehensive exam outcomes, exit surveys)
  - Consideration of alumni and employer feedback
  - Evaluation of curriculum alignment with BACB task list, ABAI Verified Coursework Sequence, and TTU requirements
  - Identification of program strengths, areas for improvement, and action items for the upcoming academic year
- Outcomes of the retreat are documented and shared with the Department Chair and the College of Education's Director of Assessment & Accreditation.

10. Probation, Grievances, and Dismissal

The introduction of new knowledge and related decision-making processes can lead to errors in contextual applications. Errors are expected in the graduate training process and will be met with constructive feedback that helps to generate corrective actions. However, continual errors can be indicative of more serious problems that require the involvement of the advisor and/or program coordinator. In such cases, a meeting will be held with the student to document the concerns, propose an improvement plan, and develop a specific timeline for completion of improvement plan steps. Upon completion of the improvement plan, the student will schedule a follow up meeting with the program coordinator to review their progress and discuss future plans to resolve any concerns promptly.

The following are examples of incidents that might lead to advisor/coordinator involvement:

- Receiving grades below B
- Violating ethical or professional standards

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Students who are placed on a performance improvement plan are considered to be on concentration level probation. Failure to meet the expectations of the improvement plan may lead to program dismissal. Dismissal may occur after:

- Failure to remediate probationary concerns
- Breach of BACB or university conduct policies

The lack of resolution of probationary issues through improvement plans suggests the need for dismissal. Additionally, certain behaviors require immediate dismissal from the program. Because dismissal is a serious event, due process procedure is warranted to ensure that dismissal is, in fact, necessary to protect the interests of students and the integrity of the Concentration and program. The following are examples of situations or incidents that may lead to dismissal.

- Continued inadequate academic performance
  - Defined as repeated course failures or withdrawals, failure to complete required BDS modules, or ongoing deficiencies in meeting learning objectives despite remediation
- Plagiarism (see Texas Tech University Student Handbook)
- Unethical or unprofessional behavior
- Failure to disclose incidence(s) or behavior that may post a potential or foreseeable risk for liability in professional practice and certification
- Lack of resolution of probationary issues

The steps below detail the dismissal process and protections:

Step 1. A faculty member within the ABA Concentration submits a written complaint to the ABA Concentration Program Coordinator, which is copied to the student. The complaint will state the concern and recommend dismissal from the Concentration. The complaint will only be shared with the ABA Concentration Program Coordinator.

Step 2. The Program Coordinator will meet with the student to investigate the concerns. If the Program Coordinator is also involved in the complaint, the Program Coordinator will appoint a faculty member to replace them in the resolution of the complaint. The Program Coordinator will generate a written summary of the findings and, if supported, a proposal for dismissal. If the complaint is not substantiated, a performance improvement plan will be developed by the Program Coordinator. The summary of findings will be shared with program faculty. If the improvement plan is not deemed to have been completed by the student, the faculty member will then be directed back to Step 1 with an additional written complaint. If the complaint is then substantiated, all documentation will be submitted to the ABA program faculty.

Step 3. The ABA program faculty will determine if the complaint is substantively supported by the evidence presented at a specially called meeting. If they choose, the student can attend to explain the situation. Upon considering all the information, the program faculty will vote on the

proposal to recommend that the Graduate School dismiss the student. If the majority agrees, then the information will be submitted to the Department Chair of Special Education for review and action.

Step 4. Upon review of the documentation, the Department Chair may find evidence to dismiss the complaint, send the complaint back to Step 2 for the development of a performance improvement plan, or indicate agreement with the program decision.

Students may also be placed on probation or suspended by the Graduate School for failing to meet minimum GPA requirements. For more information related to this and for other reasons that may warrant immediate dismissal, students should refer to the Graduate School and Student Code of Conduct.

Graduate student appeals and grievances originating within the College of Education are initially addressed within the specific program area. If unresolved, they will be handled at the department and college levels. If the issue remains unresolved, Student Grievance Procedures at TTU for General Complaints and Support (i.e. Grade Appeals, Conduct, Disability, Sexual Misconduct) can begin by seeking assistance and guidance from the **Office of the Dean of Students (ODOS)**, which explains university grievance procedures and helps students prepare written grievances. ODOS also operates the **Raiders Report** system for submitting concerns, and staff are available to support students throughout the process. In all appeals and grievances, the burden of proof for unfair action rests with the student. Additional information on grievance processes at TTU can be found in Appendix E.

11. Certification and Licensure

Completion of this program:

- Meets educational requirements for BCBA exam eligibility (VCS #51024)

- Does not guarantee licensure or employment in any state

- Students must also:

    o Review licensure requirements for their state

        ▪ Licensure varies by state. TTU does not guarantee state licensure.

    o Complete supervised fieldwork independently

    o Pass the BCBA exam through BACB

12. Student Support & Resources

The ABA program at Texas Tech University is committed to supporting students throughout their academic journey by providing access to a wide range of institutional resources.

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These supports align with Texas Tech University Graduate School policies and College of Education standards for student success.

Financial Aid and Scholarships

- Graduate students may be eligible for federal financial aid, assistantships, and scholarships.
- Students are encouraged to explore opportunities through the Texas Tech University Financial Aid Office and the College of Education Scholarship Office.
- Competitive Graduate Research Assistant positions may be available to full-time students, subject to funding and faculty needs.

Counseling and Wellness Services

- The Student Counseling Center provides confidential counseling, workshops, and crisis intervention.
- TTU's Student Life Office offers programs that promote work-life balance and well-being.
- Students also have access to the Student Health Services for medical care and wellness support.

Disability Services

- Texas Tech University ensures equal access to programs and services for all students.
- The Student Disability Services office provides accommodations such as extended testing time, note-taking assistance, and accessible technology.
- Students are responsible for initiating contact with SDS early in their program to arrange accommodations.

Academic Support

- The University Writing Center provides free tutoring and writing support for coursework, theses, and professional writing.
- The Graduate School offers workshops on research methods, grant writing, thesis/dissertation preparation under the Professional Development tab on the main website.
- The TTU Library System provides extensive digital resources, journal access, and research consultations, including databases relevant to ABA.

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Career Development

- The TTU Career Center offers resume reviews, mock interviews, and job search strategies tailored to graduate students.
- These services are provided for life as a TTU alum.

BCBA® Exam Preparation Resources

- The ABA program integrates Behavior Development Solutions (BDS) modules into coursework to build fluency and prepare students for the BCBA® exam.
- Exam prep and supplemental instruction is provided throughout each semester through the ABA After Hours evening Zoom sessions provided by doctoral student BCBAs.
- Students complete a BDS Mock Comprehensive Exam during the last semester of coursework.

13. Appendices

Appendix A: Supervised Fieldwork Experience Considerations

Appendix B: Advising and Degree Plan Instructions

- Regular contact with faculty advisor required
- DegreeWorks must be reviewed each semester

Appendix C: Online Education Expectations

- Live attendance required for synchronous sessions
- Professional behavior and camera use expected

Appendix D: Practicum – Changing Variable Credit Course Hours

- Task Analysis for Students to follow to ensure enrollment in 3 hours of EDSP 5093

Appendix E: Grievance Process Information

- Additional information for students to navigate various grievance processes

ADD AN APPENDIX TO DIFFERENTIATE BETWEEN INTERNSHIP HOURS AND FIELDWORK EXPERIENCE.

Contact Information
College of Education, Texas Tech University
Box 41071, Lubbock, TX 79409-1071

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Phone: (806) 742-1997
www.educ.ttu.edu

Appendix A—Supervised Fieldwork Experience Considerations

This appendix serves as a guide to understanding, planning for, and successfully completing BACB-approved Supervised Fieldwork or Concentrated Supervised Fieldwork experiences in accordance with BACB standards and best practices in the field of applied behavior analysis.

BACB Requirements for Supervised Fieldwork (as of 2025)

Students should always consult the official BACB Fieldwork Requirements for the most up-to-date requirements. As of 2025, two types of experience are allowed:

Type of Fieldwork	Total Hours Required	Supervision Percentage
Supervised Fieldwork	2,000 hours	5% of hours must be supervised
Concentrated Supervised Fieldwork	1,500 hours	10% of hours must be supervised

Additional BACB Requirements Include:

- Supervision must be provided by a qualified BCBA in good standing.
- A minimum of 20 hours/month and a maximum of 130 hours/month are allowed.
- At least 60% of total hours accrued must involve unrestricted activities.
- Experience must be documented using the BACB's Monthly and Final Fieldwork Verification Forms.
- Supervision must include observation, feedback, case conceptualization, and professional development.

Resources to utilize and refer to often when completing supervised fieldwork experience:

- https://www.bacb.com/supervision-and-training/
- https://www.bacb.com/wp-content/uploads/2025/08/BCBAHandbook_250818-2-a.pdf#Fieldwork%20Requirements (Supervised Fieldwork section)

Appendix B - Advising and Degree Plan Instructions

Student advising is a crucial factor in students' educational development, and students are encouraged to meet regularly with their advisors to discuss degree planning, practical experience, and research opportunities. Although impromptu advising and exchanges that occur after class or outside of office hours (including email exchanges) can be beneficial, students should not rely upon this approach. Impromptu advising and exchanges often occur without documentation and records that provide a comprehensive picture of the student's situation and educational needs. Thus, miscommunication is a likely result. A hierarchy of advising experiences is provided below to help students determine the best course of action to obtain the information they need.

1. Syllabi, handbooks, and program documentation (e.g., Raiderlink, program website, graduate school website).

Students with questions concerning course descriptions, Applied Behavior Analysis course schedules, comprehensive exam dates, required textbooks, last day to register deadlines, and other related matters should first consult the program documentation or university websites. Only if they are unable to locate the information should they contact their advisor. *Students with concerns that relate to a specific course should work with the course instructor of record.* Students may contact the Special Education Department Chair if their questions directed to the instructor of record have not been addressed within a reasonable period of time.

2. Electronic communication (email, text, instant messaging)

Electronic communication is reserved for questions that can be answered or addressed immediately following receipt of the message (e.g., scheduling or cancelling an appointment, volunteering to serve on a committee, requests for CV examples, etc.) and that cannot be answered through level 1 program documentation. Questions that involve knowledge of a student's degree plan (e.g., "how many hours do I need to take in the summer to graduate in December, is it okay that I've enrolled in EDSP 5343 and EDSP 5360 for the spring") should not be communicated via text.

3. Videoconferencing (Teams, Zoom)

All videoconferencing should be scheduled in advance. At the time of scheduling (typically via email), students should not only identify their question(s)/concern(s) but also provide a copy of their current degree plan and any necessary additional documentation (e.g., completed degree plan change form, CV, etc.) in the case of academic advising or a copy of relevant articles, manuscript/report sections, and/or databases in the case of research advising.

4. Office visit

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All office visits should be scheduled in advance unless students are visiting during office hours. At the time of scheduling (typically via email), students should not only identify their question(s)/concern(s) but also provide a copy of their current degree plan and any necessary additional documentation (e.g., completed degree plan change form, CV, etc.) in the case of academic advising or a copy of relevant articles, manuscript/report sections, and/or databases in the case of research advising. Students visiting during office hours should bring hard copies of the documentation mentioned above.

Below are examples of advising issues by advising experience type.

Syllabi, handbooks, and program documentation (e.g., Raiderlink, program website, graduate school website).	Electronic communication (email, text, instant messaging)	Videoconferencing (Teams, Zoom) or Office Visit
Seeking deadlines and dates set by the Graduate School	Scheduling meetings, confirming appointment/class times, and rescheduling appointments	Brainstorming dissertation topics
Looking up course offerings by semester and weekday	Seeking initial and continuing degree planning and course selection	Sharing information that changes program status (e.g., failing grade discussion, change of program discussion, major life event, etc.)
Identifying instructors of record	Sharing information that does not change program status (e.g., name change, absence from program activity, etc.)	Reviewing report/research sections, including statistical analyses
Looking up comprehensive examination dates	Asking questions that can be immediately answered upon receipt (e.g., is the research team meeting today?)	Discussing individual-specific concerns that require the attention of multiple faculty members.
Seeking forms, including degree plan change, intent to graduate, research announcement, etc.	Requesting reference letters and recommendations*	

*Requests for references should be accompanied by the student's CV and/or résumé, the position/scholarship announcement or description, and a brief written summary of the student's skills and experience related to the position/scholarship.

Understanding and following the spirit of the advising instructions will help ensure that all students will have access to attentive, focused advising. Students who do not comply with the advising instructions will be redirected to the current document and informed of the appropriate action to take. Continued advising requests and demands that fall outside the instructions will lead to termination of the advising relationship.

Appendix C—Online Education Expectations

The Special Education – Applied Behavior Analysis Program at Texas Tech University is an online degree program. This enables the program to offer greater flexibility in course delivery through virtual modalities. Although the instruction setting differs from face-to-face classes, the quality of teaching and standards for attendance are intended to remain the same. An online education policy, inclusive of the following guidelines, is implemented to enforce consistent and explicit expectations of course etiquette for students and instructors.

1. Online courses with synchronous meeting times require virtual attendance for the entire class session. Students are expected to log into the video conference platform when the class is scheduled to begin and remain logged in until the instructor dismisses the class. Missing a portion of the class time may result in an absence.
2. Students should attend online classes using a laptop or computer. Participating via phone is not recommended.
3. Driving or riding a moving vehicle is prohibited during class time. Plan to attend class in an appropriate learning environment. An appropriate learning environment is a stationary setting with low noise and few distractions, allowing students to be attentive to lectures and class activities. Students should be unavailable for extraneous demands and tasks as expected in a traditional face-to-face class on campus.
4. Students must comply with ethical standards, including maintaining confidentiality of sensitive information shared in class. Please attend class from a space that is private and free of other individuals. If not feasible, wear earbuds or headphones to keep class discussions confidential.
5. Be mindful of your surroundings, background, and camera activity. To reduce distractions to others in the class, please refrain from walking around, attending class in high-traffic areas, and multitasking on non-course-related activities.
6. Cameras should be on at all times unless the instructor of record permits otherwise (e.g., scheduled or student-initiated breaks, as well as internet connectivity issues). To reduce background noises, microphones should be muted unless the student is speaking.
7. Be professional while in class. Wear appropriate clothing, sit in front of your camera, and use respectful language. It is not professional behavior to wear pajamas, lay in bed or on the couch, or interrupt others while they are speaking.
8. Contributing to class discussions is welcome and encouraged. The "Raise Hand" or chat feature is advised unless the instructor permits open dialog, otherwise. Please stay on topic, refrain from making off-topic comments, and allow others to have a chance to speak or respond to questions.
9. The instructor of record retains the right to impose additional requirements beyond those addressed in this policy for their specific courses. Refer to the course syllabus for course-specific requirements.

Appendix D—Practicum Course
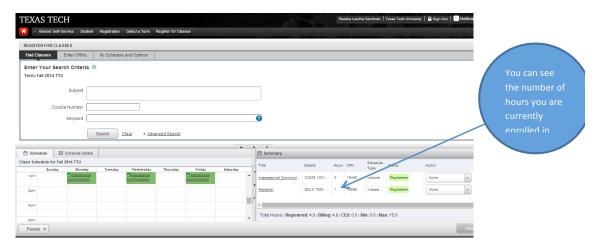## Changing Variable Credit Course Hours

The Special Education – Applied Behavior Analysis Program at Texas Tech University is an online degree program (see Course Sequence and Format). As part of your coursework, students will complete a practicum experience through the course EDSP 5093: Internship in Special Education.

When students enroll in EDSP 5093, the registration system will automatically default enrollment to 1 credit hour. However, students in the ABA concentration are required to complete the course for 3 credit hours. Therefore, each student must manually adjust the credit hours during registration. Instructions for changing credit hours are available in the Texas Tech Registrar's guide, *Changing Variable Credit Course Hours*, which explains how to update hours through the "My Schedule and Options" screen in Raiderlink. Students should carefully review and follow these instructions to ensure that they are correctly enrolled for the full 3 credits.
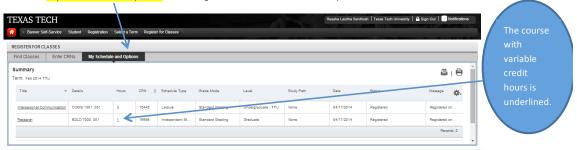
The following document may also be found at:
https://www.depts.ttu.edu/registrar/docs/TTU-Registration-VC.PDF

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Changing Variable Credit Course Hours

Once you enroll in a course that is variable credit hours, the system will automatically enroll you in the minimum number of hours for that course.
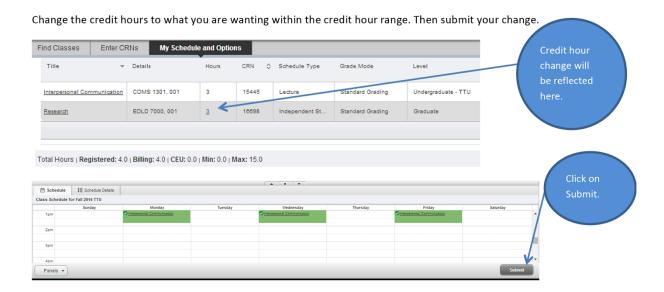

You can see the number of hours you are currently enrolled in.

Click on "My Schedule and Options" to change the number of hours that you are enrolled in.

The course with variable credit hours is underlined.

Click on the credit hours and it will give you credit hour range for the course in question.

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Change the credit hours to what you are wanting within the credit hour range. Then submit your change.

Credit hour change will be reflected here.

Click on Submit.

Once you have submitted the change, you will get a message that states "Save Successful".

Appendix E—Grievance Process Information

Type of Issue	Who to Contact / Process	Link to Additional Information
General complaints	Office of the Dean of Students	https://www.depts.ttu.edu/dos/studentcomplaints.php
Academic Status / Grade Appeals (Graduate)	Instructor → Chair → Graduate School Dean	https://www.depts.ttu.edu/opmanual/OP64.07.php
Faculty Misconduct (non-academic)	Department Chair → per Faculty Conduct policy	https://www.depts.ttu.edu/opmanual/op32.04.php
Other Student Conduct	Code of Student Conduct via Student Handbook	
Disability-Related Grievances	Student Disability Services → Vice Provost	https://www.depts.ttu.edu/sds/
Records / Financial / Other concerns	Relevant TTU office as detailed in Student Handbook	https://www.depts.ttu.edu/studentbusinessservices/
Online / Distance Students	Department Chair → THECB → state agencies	https://www.depts.ttu.edu/online/about/complaint/
Title IX / Sexual Misconduct	Office of Title IX	https://www.depts.ttu.edu/titleix/policies-and-procedures.php